MOCK MARKING AND FEEDBACK

Our focus on feedback in the past means many of us have found new (more manageable?) ways to give feedback and make it more motivating and meaningful for our students. We have also had a focus on improving student engagement, and understanding of the feedback process. This Spotlight is an invitation to pause and reflect on how to make the process of marking and feedback of the mock exams more meaningful, motivating and manageable.

What strategies have you got to make your marking and feedback manageable?

- Note down common mistakes rather than writing on every script and then plan to either:
1. Share whole class 'examiner's comments-style' feedback. WWW / EBI, rather than individual comments;
2. Use verbal (video?) feedback during the feedback lessons in place of written feedback
- Prioritise the highlighting of errors related to misunderstandings, rather than careless mistake
- Reduce the opportunity cost of marking (by using abbreviations and codes)
- Some colleagues have suggested that marking one question at once for a whole class / cohort is often easier than marking one student's script at a time
- Others mark the whole of one script (More Able student?) first

How are you going to ensure that students work at least as hard responding and acting on your feedback as you did giving it?

- As you go though through the exam scripts make a quick note of common mistakes and ideas for potential activities students could do in the 'give-back' lesson ~ the feedback lesson then 'writes itself'
- Whilst marking, use post-its to identify model answers, or take a photograph of them - these are ideal in some subjects for WAGOLL (What A Good One Looks Like) activities.
- In the give back lessons often students want to ''get more marks'' but dress it up as ''wanting to learn where they went wrong''. Try to manage this in a way that is least stressful for you.

Be kind to yourself and try to keep good working habits:

- We should heed the advice we give students about revision. Set a timer for how long you think you want to mark for, and then stop / take a break. This is potentially far more productive than the ''I am going to finish this class set of exams'' approach.
- Plan ahead, when are going to mark and when will you build in some downtime - do something nice in that time - treat yourself......

Seek help and advice:

- Work with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class, video feedback)

Positive framing: keep reminding yourself that these exams might feel like summative marking, but actually they are formative for both us and the students. We can learn lots and this will make our jobs easier next time

- Did the exam ''work'' - could you improve it? Can you make it easier to mark next time?
- What are you learning from this marking? How might this impact on your teaching?
- Try to Reframe the word 'marking' as 'feedback' - this tends to give it more of a purpose.