



This Spotlight builds on the Spotlight from before half-term. It is a reminder of some of the questions we should be asking ourselves as we give exam scripts back to our students and they engage with our feedback.



What are you doing to encourage the view that feedback from these mocks is a positive part of the learning process?



What strategies have you got to make the mock marking and feedback manageable - can you transfer these to your general marking and feedback?



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



How will you share these findings across the department to improve your T&L?



How can you ensure that the exam analysis is a useful document for the whole department and everyone contributes to it?



How will you use your findings from these mocks to inform the lessons between now and study leave?



If you read one thing this week....

[Why we need to warm up 'cold call'](#)



Research by Morek et al. (2022) has shown that cold call can be useful but that it also fails in classrooms, and this is borne out by debate from those who see it as instilling fear and those who view it as an essential tool for gathering data during lessons. For cold call to be genuine and to make a difference, it needs warmth.