

Teaching & Learning Community Four

Thinking:

At the last TLCs we discussed marking & feedback and how to develop a strategy that all staff can use to mark in a formative way and ensure students are acting on the feedback we give them. A number of staff highlighted that they liked the task/target marking strategy (see below as discussed in this blog post:

<https://classteaching.wordpress.com/2013/10/28/marking-minimum-effort-for-maximum-pleasure/>)

T1	Try pairing adjectives to improve the depth of your writing. <i>This means putting two adjectives next to each other when describing something e.g. The simple, elegant flower displays its golden, luxuriant petals. Highlight them as you go.</i>
T2	Be more daring with adverbs – try to find more ways of describing how something is done. <i>Have a go at using adverbs such as 'exactly', 'genuinely', 'haphazardly', 'shockingly', 'dramatically'. Highlight them as you go.</i>
T3	Use a broader range of vocabulary. <i>Look up at least 5 words in the thesaurus. Highlight them as you go.</i>
T4	Use more adjectives to describe the noun. <i>e.g. The simple, elegant flower displays its golden, luxuriant petals. Highlight them as you go.</i>
T5	Make sure that you use apostrophes accurately. <i>Remember all abbreviations need apostrophes – don't, I'm, it's etc Remember to use apostrophes to show possession – 'Dylan's ball.' Highlight them as you go.</i>
T7	Have a go at using some complex sentences that begin with the words 'despite', 'although', even though'. <i>e.g. "Despite the cold, I... Highlight them as you go.</i>
T8	Make sure full stops and capital letters are accurate. <i>Be very careful. Check each sentence as you go. Remember that names of people and products must be capitalised. Highlight them as you go.</i>
T9	Use a range of sentence starts all the time to ensure that you sustain quality writing. <i>Use the sheet you were given at the start of the last writing task. Highlight them as you go.</i>
T10	Ensure that spelling is as accurate as possible. <i>Check every longer word in the dictionary. Highlight them as you go.</i>

Things to think about:

- How could you use this strategy in your teaching and marking/feedback?
- What are the strengths of using this strategy?

What next?:

Bring 5 students' work/books that haven't been marked yet and we will start to use the above strategy to mark them.

We are going also going to discuss what marking and feedback will look like in January 2016 so that everyone (staff and students) is clear about the expectations.