

Teaching & Learning Community Three

New Learning:

How many times have you taken some students' work home to mark? Loads of times? The bag for life, full of marking, in your office or hallway shouts out 'mark me, mark me!' every time you walk past it! How can we make sure that our marking and feedback is effective and doesn't create extra workload for us? Next weeks TLCs are all about effective marking and feedback. Here are a few interesting blog posts for you to read in preparation for the TLCs.

Marking: Minimum effort for maximum pleasure

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

12 ways to embrace marking and feedback:

<http://teachertoolkit.me/2015/07/08/markings-and-feedback-by-teachertoolkit/>

Reclaim your weekend back:

<http://teachertoolkit.me/2015/09/06/claim-back-your-weekend/>

Marking in Perspective: Selective, Formative, Effective, Reflective:

<http://headguruteacher.com/2012/06/17/264/>

Things to think about:

- What does good marking and feedback look like?
- How effective is your marking and feedback?
- Does it impact the students work?
- Do the students use your marking and feedback?
- How could you lesson the marking and feedback workload?

What next?:

Bring one piece of your marking/feedback that you think is really effective and that you are proud of to your TLC. We are going to share the good practice through discussions in our TLCs.