

# Reduce workload AND increase impact!

## Student engagement with written feedback

Instead of...	The teacher...	The student...
Writing annotations in the body of a piece of work and giving an overall comment	Only writes annotations in the body of the work.	Writes an overall review highlighting two strengths and one area for improvement
Writing annotations in the body of a piece of work and giving an overall comment	Only writes an overall comment.	Annotates areas of the work where the areas of strength are apparent and where improvements need to be made
Writing extensive comments	Only gives one strength and one possible improvement; WWW: EBI:	Works to "Close the Gap" on the one issue identified
Writing 'well done you have...' next to good aspects of the work	Puts a double tick next to the best parts of the students work	Adds the reasons for the double ticks
Marking every question in detail	Only marks the highlighted questions in detail. <b>There is no expectation that all class notes will be marked. Check your area policy and mark tasks where your marking will have an IMPACT!</b>	Marks (or peer marks) the work before it is submitted, highlighting the two areas where they would most like help
Writing the same explanation on every piece of work when the same mistake is made by many students	Goes over this question in class	Writes their own correct answer
Writing out a full solution when a student gets a question wrong	Writes a hint or the next step	Completes the correction
Correcting work when a student makes a little mistake	Writes WWW? (What's wrong with this?) Or RTQ! (Read the question!)	The student makes their own correction
Marking only extended pieces of work	Reviews in class students' initial plans for this work prior to marking the extended piece of work	Does not hand in rubbish!
Giving back work and moving straight on... <b>Give students time to Close the Gap to make all that marking time worth it</b>	Departments have lots of strategies for giving students specific skills to work on. A way of starting this can be if teacher asks students to "put a tick next to my comment if you know how to improve and a ? if you don't". This can be a first step to engagement. Paired work to resolve some of the ? prior to asking you for guidance is good practice and reduces workload.	Students read and start to engage with marking before working on the "Close the Gap" task the teacher has identified.