



South Dartmoor Community College

**Improvement and Correction Time
(IACT)**

2019-2020

Opening Doors through Education

A context: what does the research say about marking and feedback in schools?

The EEF state that effective feedback offers an impact of +8 months progress: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

The following key findings have come from the largest study of marking and feedback in schools to date. It was a joint project run by the Education Endowment Foundation (EEF) and the University of Oxford. The findings are found in the report: *A marked improvement - a review of the evidence on written marking (April 2016)*.

Key findings:

The quality of existing evidence focused specifically on written marking is low. This is surprising and concerning bearing in mind the importance of feedback to students' progress and the time in a teacher's day taken up by marking. Few large-scale, robust studies, such as randomised controlled trials, have looked at marking. Most studies that have been conducted are small in scale and/or based in the fields of higher education or English as a foreign language (EFL), meaning that it is often challenging to translate findings into a primary or secondary school context or to other subjects. Most studies consider impact over a short period, with very few identifying evidence on long-term outcomes.

Some findings do, however, emerge and these include:

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.
- The use of targeted feedback to make marking as specific and actionable as possible is likely to increase students' progress.
- Students are unlikely to benefit from marking unless some time is set aside to enable students to consider and respond to marking. Surveys in schools and higher education settings consistently suggest that students do not engage with or find it hard to act on the feedback they are given, and that students value the opportunity to respond to feedback. Given this, it appears that there is a strong case for providing dedicated time to consider and respond to marking in class. If students simply use class time to provide superficial responses, then this is unlikely to improve outcomes.
- Some forms of marking, including acknowledgement marking (flick and tick), are unlikely to enhance students' progress. A mantra might be that schools should mark less in terms of the number of pieces of work marked, but mark better.
- There is a distinct lack of evidence to show that 'triple impact marking' has any positive effect on students' progress – there is evidence though that it causes unnecessary workload for teachers.
- Decisions about the frequency and speed of marking have the greatest impact on time of any aspect of marking considered in this study. There is a significant evidence gap in this area, which means that it is not possible to identify clear time-savings, or provide definitive guidance on how often or how quickly to mark.

Expectations for all students' work

- Books must be well kept and free from graffiti.
- All work must be neat and tidy showing care and pride.
- Writing must be in black or blue biro pen.
- Diagrams and sketches must be in pencil.
- The full date and a short title must be written for each piece of in-class work.
- 'Homework' and 'Key Assessment' must be signposted using the aforementioned titles.
- Both the date and title(s) must be underlined in pen, using a ruler.
- A ruler must be used for straight lines including the crossing out of mistakes.
- Any student corrections, improvements, and responses to feedback must be in **GREEN PEN**.

Expectations for all teachers

- The IACT policy must be followed consistently by all staff at all times.
- Feedback quality and frequency should be just as high quality in lower sets as it is in upper sets.
- Teachers must have high expectations for all work produced by every student whatever their sub-group.
- If students do not meet these expectations, teachers must support students by giving them an opportunity to re-do their work, with additional support if necessary, until expectations are met.
- Teachers must use the IACT policy when marking key assessments and homework, which are mapped at department level and in line with the Assessment Windows found within the College Calendar.
- Key assessments and homework must be signposted clearly. Key assessments and homework could be completed alongside class notes in the front of books, in the back of books, completed on paper for folders, or separate work books could be used. All students' work must be readily available during lessons.
- Teachers must mark in **RED PEN**.
- Time is built into lessons to enable students to respond to their IACT tasks following the marking of a key assessment. If students do not have time to act on teacher feedback then the time spent marking will have little to no impact on student progress.
- If a student is absent during a key assessment and/or the time given to respond to IACT task(s), they must be given the opportunity to catch up upon their return.
- Monitoring of the quality of students' work and adherence to the IACT policy will happen frequently through HODs and LT. Teachers must expect students' work to be looked at by colleagues and stake holders regularly. Work will be labelled with a date and 'seen by comment' when looked at.
- Teachers must send all students' books home during calendared 'Feedback Fortnight' weeks.

Rationale for this policy

At South Dartmoor Community College we believe that effective feedback is essential for maximising the progress of our students over time. We believe effective feedback also provides great motivational benefits for students and develops their skills as independent learners.

Our marking and feedback is centred around the IACT process. This approach has been designed following findings from EEF research and research into other successful schools. It also takes into account the feedback from the DfE 'staff workload challenge'.

Staff are not undertaking marking and feedback for Appraisal purposes, their Heads of Department, the school's LT or for Ofsted. We do this is for our students to help maximise their progress.

The introduction of this policy will mean we will not be:

- Flicking and ticking.
- Triple impact marking.
- Working harder than our students.

This policy specifically relates to the quality of all students' work, written teacher feedback for key assessments, and subsequent students' responses to IACT task(s). South Dartmoor Community College recognises that there are many other forms of valuable feedback that should be used such as live marking, verbal feedback, and peer feedback for non-key assessments/ classwork.

For example: teachers are expected to identify SPaG errors through live marking using the SPaG symbol © next to the error(s) in the body of the text. Teachers are expected to write the correction to guide students what the correction looks like. **The number of errors should be capped at five per student per lesson.** Students are expected to write each correction three times in green pen. **Students must correct their SPaG error(s) immediately** – teachers must give students time during their live feedback to do this. **The SPaG correction should take place next to the error it refers.**

What is IACT?

IACT refers to **Improvement and Correction Time.**

It is a new approach to marking which:

- Maximises the impact of feedback on students' outcomes.
- Focuses on student independence (hence its double meaning – I act).
- Is a smart approach for teachers.
- Creates opportunities for thinking and meaningful improvement.

How does it work?

- Focuses on students' response to feedback to effect immediate improvement in their work.
- Builds time into lessons to allow students to think, respond and improve.
- Contains minimal teacher comments, but gives focused instructions or questions so that students can improve their work or extend their knowledge and understanding.

The process:

1. The **teacher marks in red pen a key assessment identified at a departmental level** and in line with the Assessment Windows, which can be found in the College Calendar. There may be times where a grade or mark is given as well.
2. The teacher **identifies explicitly what students have done well** e.g. 'Excellent explanation - well done'. This can be written in the margin or appear at the end of a piece of work. It should be brief.
3. The teacher then **identifies a clear IACT task(s).**
4. The teacher **uses the IACT symbol ⊕** at the end of the piece of work to focus students' attention on the IACT task(s). This could be an extension question (particularly for upper band students) or it could be a question to revisit a misunderstanding or knowledge/skill gap identified in the piece of work.
5. **SPaG errors** are also identified and corrected by the teacher in the same key assessment, **using the SPaG symbol ©** next to the error(s) in the body of text. **The number of errors should be capped at five.** Students must copy the correction **three times** in green pen.

6. **Students must respond to their IACT and SPaG tasks thoroughly** – you must give your students time in class to do this – you will need to guide them as to what a good quality response looks like. **The IACT response should take place next to the piece of work it refers to.**
7. **Teachers will not be expected to ‘mark’ the student’s IACT response** (there is no evidence base to support triple impact marking) – instead, **circulate the room whilst students are completing the task** to check responses and to ensure student’s use of SPaG is correct.

IACT symbol:



SPaG symbol:



It is imperative that the symbols are used consistently by all staff.

Frequency

Teachers are not expected to complete the IACT process for every piece of work – instead, IACT marking should focus on selected key assessments according to those agreed within departments. As a minimum, key assessments will be completed by students, marked by teachers, and returned for students to complete their IACT and SPaG corrections within the Assessment Windows, which can be found in the College Calendar.

Examples of IACT

These will be added as we develop this policy during this term.



IACT (Improvement and Correction Time)

Information Sheet for Staff

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5. **SPaG errors** are also identified and corrected by the teacher in the same key assessment **using the SPaG symbol ©** next to the error(s) in the body of text. **The number of errors should be capped at five.** Students must copy the correction **three times** in green pen.
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SPaG symbol: ©

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IACT (Improvement and Correction Time)

Information Sheet for Parents

What is IACT?

IACT refers to **Improvement and Correction Time**.

It is a new approach to marking and feedback at South Dartmoor Community College which:

- Improves the quality of students' work by allowing them to respond to teacher feedback.
- Makes students more independent.
- Creates opportunities for thinking.

How does it work?

- Time is built into lessons to allow students to think, respond and improve their work.
- Teachers make minimal comments on key assessments but give focused instructions or questions so that students can improve their work, or extend their knowledge and understanding.
- Marking every piece of work produced (traditionally known as 'flick and tick') will no longer take place – educational research shows that this has no impact on student progress and takes up significant amounts of teacher time that can be better spent planning engaging lessons.
- On key assessments, spelling, punctuation and grammar errors (SPaG) will be identified (maximum of five per key assessment) using the SPaG symbol © for students to correct. SPaG errors will also be expected to be corrected by students during episodes of live teacher feedback.
- Some key assessments might additionally include a mark or score, such as with a test or practice examination paper.

What can you expect to see in your student's book?

- The IACT symbol ⊕ will be at the end of a key assessment – it indicates a task which the student needs to respond to. Responses should be thorough.
- The SPaG symbol © will be used to identify up to five spelling, punctuation and grammar errors in key assessments. The student will be expected to make the necessary corrections three times.
- Students will complete their IACT and SPaG tasks in green pen.
- In addition to IACT for key assessments, students will correct SPaG errors (three times and in green pen) in response to live, verbal feedback from teachers for classwork. Students will also receive a range of feedback including live, verbal, and peer feedback.

IACT symbol:



SPaG symbol:

