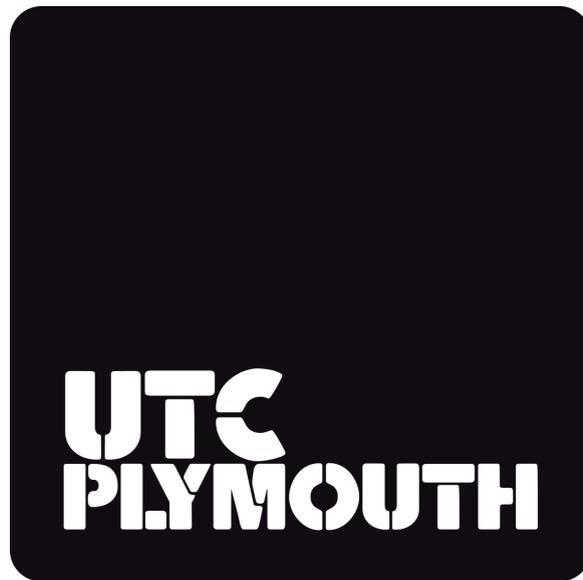


Marking and Feedback Policy

2022-2023



Rationale:

At UTC Plymouth, we celebrate and are committed to our students: to their progress and potential; to their excitement and curiosity of learning; to their development as young people and citizens who contribute to society.

We aim for our students to:

- Achieve Highly
- Communicate Convincingly
- Engage Fully
- Decide Wisely

Through co-constructive discussion, dialogue and discourse we work with our students to ensure their work and contributions are the best they can be. We understand excellence in assessment and feedback to be excellence in teaching and learning and this synergy forms the basis of evidenced based policy and practice.

What we expect of students and staff in any assessment and feedback process is based on relevant and recent research – it is vital to us that the strategies we use, the dialogue we engage in and the policy we follow, are academically proven to have an impact on the outcome and opportunities of our young people. As such this policy, and resultant CPD draws on work from authors cited in the references.

As such, we aim to ensure:

- Incisive feedback
- Consistency in the quality of assessment and feedback where appropriate
- Students use feedback effectively

Our marking aims are:

- To celebrate and recognise achievement
- To offer specific next steps that support all students to succeed
- To facilitate and empower students to reflect and improve
- To identify and support students who are not making excellent progress
- To ensure our assessment and feedback informs planning and teaching

UTC Plymouth recognises that:

- Feedback aids progress and so feedback in conjunction with our Curriculum VL Mapping and Knowledge Organisers is vital for a tangible narrative
- Feedback can take a variety of forms and may not always be visual
- Students need to fully reflect and build on their capacity for resilient and independent improvement
- Students appreciate elements of consistency in our approaches to marking and feedback
- Not every piece of work will need feedback
- Feedback should be actionable and specific to individual students' needs
- 'Marking' covers a range of work: books; files and folders; assessments; projects; presentations
- We celebrate creativity and consistency in teaching and learning and acknowledge that every subject is different
- Supported by evidence, unnecessary marking may not lead to effective progress and has a negative impact on teacher workload, as such we celebrate a range of feedback and feedforward strategies that enable learning (see appendix 3)

What is expected of us?

As well as the aims outlined above, more specifically, marking and feedback at UTC Plymouth considers:

1) How often should work be marked?

- For frequency of marking guidance, see individual subject specific policy statement (see appendix 1)
- We recognise that work needs to be marked for progress and may not fit a schedule

2) What should be marked?

- We recognise that not every piece of work needs to be marked
- Where work is not needed to have specific feedback, there will be times when work will be reviewed (in the case of class / revision notes for example and the frequency of this is up to departments)
- For guidance on what should be marked, see individual subject specific policy statement (see appendix 1)

3) What marking codes should we all use?

- All departments will use the following marking codes:

WWW – What Went Well

EBI – Even Better If (which may include an actionable target; a DIRT task; a key question; etc.)

- All departments will use the following literacy codes when marking an extended piece of writing:

SP = Spelling - maximum of three corrections

CL = Capital Letter – maximum of three corrections

P = Punctuation – maximum of three corrections

Whilst a marker should only mark a maximum of three, that is not to say a DIRT task cannot ask for a student to self-review / correct other literacy errors.

4) What colours should we all use?

- All hand-written / printed off work to be marked in green
- All student DIRT or self-review in purple (including whole pieces of extended writing if necessary)

5) How often, and what type of, DIRT is expected?

- DIRT is defined as 'Dedicated Improvement and Reflection Time' and should be expected from every student both in and out of the classroom
- For frequency of DIRT, see individual subject specific policy statement (see appendix 1)
- DIRT can, and should, include a variety of tasks and reflections (see appendix 2 for examples)
- Teachers will need to use their professional judgement as to how, or if, the DIRT tasks need to be marked

What support is there to achieve this?

- Dedicated CPD time throughout the year
- SL support and guidance in subject specific policy statements
- Work Reviews and reflections
- Guides and strategies displayed around school

Appendix 1

Subject Specific Marking and Feedback Statements

These statements are to be used in conjunction with the whole school Assessment and Feedback Policy.

We are a school that believes in celebrating consistency and creativity in teaching and learning and understands that subjects and departments have different requirements and needs. Fundamentally though, principles and aims for Assessment and Feedback are consistent.

Subject: Science

How often and what work should be marked?

KS3: A specific formative assessment task is mapped into each unit of work, giving opportunity for at least 1 formatively marked task per half term. Assessment tasks are mostly designed to focus on key skills in the application of science; literacy tasks including extracting meaning from text and extended writing, mathematical skills including measurement, graphing, data analysis and use of equation, and investigative skills in science. Each unit concludes with a knowledge assessment which is also marked.

KS4: Opportunities for formative assessment are identified across each unit. These include core practical / thinking scientifically tasks and opportunities for extended writing. An assessment task will be formatively marked at least once per half term across each of the three sciences. Assessment tasks may be self or peer marked where multiple assessment points fall within a half term and there is educational benefit in this approach.

End of topic assessments are used for consolidation and to inform progress. These assessments are self marked to enable students to effectively identify their own knowledge gaps and generate informed personal progress targets.

What type of DIRT is expected?

Feedback takes the form of WWW/EBI with time given for students to respond and demonstrate application and improvement against EBI targets.

Topic assessments and mock exam papers are to be reviewed with students upon completion with students completing their own WWW/EBI with guidance and support from the class teacher.

In addition to whole school expectations (WWW, EBI, Literacy) how could work be marked?

Verbal feedback is used to improve knowledge, scientific skill and presentation for learning.

Self/peer assessment is used for retrieval tasks, some summative assessment tasks and independent tasks.

Subject: English

How often and what work should be marked?

For both Key Stage 3 and Key Stage 4, a specific formative assessment task is mapped into each scheme of learning at the half-way point of the unit ensuring at least one formatively marked assessment per half term. Assessments are completed each half-term and are an extended written response to a reading or writing question reflecting the content and criteria covered in the linked scheme of learning. For Key Stage 3 year groups, one assessment per academic year will be a formal speaking and listening assessment. For Key Stage 4, half term assessments are focused on past exam questions, either linking to the current scheme of learning or taking the form of whole year group MOCK examinations.

The progress of students is tracked using PLCs that reflect the chronological age-related expectations of the students' learning journey. These PLCs are RAG-rated, according to individual skill and ability, and are completed half-termly following an assessment point. The RAG-rating system subsequently informs targeted areas of need and development for each individual student.

Students are also assessed during 'Retrieval Practice' exercises through the form of low stakes quizzes. Outcomes will allow both teachers and students to explore their phases of development and their understanding of the curriculum intent.

What type of DIRT is expected?

Alongside students tracking their progress against a skills focused PLC, students will receive written feedback in the form of WWW/EBI with time given for students to respond and demonstrate application and improvement against EBI targets with personalised DIRT tasks. Additionally, students will self-assess their progress in low stakes quizzes.

In addition to whole school expectations (WWW, EBI, Literacy) how could work be marked?

In English, feedback is continuous and personalised demonstrating precise attention to the work itself, the needed criteria and the skills demonstrated. Marking and feedback is given using verbal feedback; live marking; peer marking; self-assessment and teacher marking, either individual or through whole class feedback.

Subject: Computing/IT

How often and what work should be marked?

KS3: A specific formative assessment task is mapped into each unit of work at the halfway point of the unit ensuring at least 1 formatively marked task per half term. Each unit concludes with a knowledge assessment which is marked and followed up with a DIRT Lesson.

KS4: Computer Science

During Year 10, students will complete the units that are focused on the content of Paper 1. This allows us to assess their progress and understanding of Paper 1 throughout the year. During year 11, students study the content for Paper 2, with revistation of Paper 1 at highlighted points during the year.

Pieces of classwork for both year 10 and 11 will be assessed and feedback given every two weeks. Formative assessments take place at the end of each unit students are given the opportunity to revise in the lesson ahead of the assessment, they are then set additional revision for homework. Assessments are marked and returned to the students. The lesson following the assessment will be a DIRT lesson to address misconceptions and to improve understanding.

BTEC DIT: During year 10 the students are prepared for two pieces of coursework. The coursework is completed at points set by the examination board. Prior to the completion of the coursework students complete practice tasks to ensure knowledge and understanding is embedded.

Year 11 end of unit tasks are set and completed on a regular basis in preparation for the exam. An assessment task based on an exam paper will be formatively marked at least once per half term. Assessment tasks may be self or peer marked where multiple assessment points fall within a half term and there is educational benefit in this approach. Revision will be set as homework.

Opportunities for formative assessment are identified across each unit. End of topic assessments are used for consolidation and to inform progress. These assessments are self marked to enable students to effectively identify their own knowledge gaps and generate informed personal progress targets.

KS5:

During the course students work is marked regularly to ensure their understanding of all topics. Coursework is set at regular intervals and is marked in accordance with the

BTEC assessment rules and guidance.

What type of DIRT is expected?

Feedback takes the form of WWW/EBI with time given for students to respond and demonstrate application and improvement against EBI targets.

Topic assessments and mock exam papers are to be reviewed with students upon completion with students completing their own WWW/EBI with guidance and support from the class teacher.

In addition to whole school expectations (WWW, EBI, Literacy) how could work be marked?

Verbal feedback is given during each lesson and is used to improve knowledge, and presentation for learning.

Self/peer assessment is used for Do It Now tasks. There is a mixture of summative assessment tasks and independent tasks throughout the units in all of the key stages.

Subject: Ethics

How often and what work should be marked?

KS3: A specific formative assessment task is mapped into each unit of work, giving opportunity for at least 1 formatively marked task per unit. Each unit concludes with a summative assessment which is also marked. The exception to this is unit two in year eight (ultimate questions) where an essay style question is given in a relatively short unit. The following unit (Unit 3 Islam) contains a summative assessment questions from

both unit 2 and unit 3.

What type of DIRT is expected?

Feedback takes the form of WWW/EBI with time given for students to respond and demonstrate application and improvement against EBI targets.

Topic assessments and formative written assessments are to be reviewed with students upon completion with students completing their own WWW/EBI with guidance and support from the class teacher.

In addition to whole school expectations (WWW, EBI, Literacy) how could work be marked?

Verbal feedback is given during each lesson and is used to improve knowledge, and presentation for learning.

Self/peer assessment is used for Do It Now tasks. Retrieval questions are also given during every Do It Now task to activate previous learning.

Subject: PSHE

How often and what work should be marked?

PSHE uses an ipsative assessment approach. Students use PLCs and keywords multiple choice quizzes as the main assessment method for PSHE in both Key Stage 3 and 4. Students both peer and self mark these.

From this students can assess any gaps in learning and revisit that lesson source sheet, therefore identifying individualised DIRT tasks, or answering a key question using WWW and EBI targets identified by themselves.

Books should be checked using live/ flash marking techniques every three- four lessons, for basic presentation in books, spelling etc.

What type of DIRT is expected?

Feedback takes the form of WWW/EBI with time given for students to respond and demonstrate application and improvement against EBI targets.

Students will identify gaps from their PLCs/ MCQ and revisit lesson source sheets before completing any further tasks.

Spelling mistakes will be corrected when identified by the teacher.

In addition to whole school expectations (WWW, EBI, Literacy) how could work be marked?

Verbal feedback is given during each lesson and is used to improve knowledge, and presentation for learning. Due to the high volume of classes taught by PSHE teachers, most feedback will be oral due to the high workload likely to be placed upon staff.

Self/peer assessment is used for Do It Now tasks. Retrieval questions are also given during every Do It Now task to activate previous learning.

Subject: German**How often and what work should be marked?**

A specific formative assessment task is mapped into each unit of work at the halfway point of the unit ensuring at least 1 formatively marked task per half term. Each unit

concludes with a knowledge assessment which will assess at least 3 of the 4 taught skills (reading, writing, speaking and listening) based on the theme of the unit. This is marked and followed up with a DIRT Lesson.

What type of DIRT is expected?

Feedback takes the form of WWW/EBI with time given for students to respond and demonstrate application and improvement against EBI targets.

Topic assessments will be reviewed with students upon completion. There will be 4 DIRT tasks designed which will address the different tasks/skills in the assessment. The teacher will assign each student two DIRT tasks to complete, based on performance in the tasks of the assessment. Challenge tasks are to be given to the very high performers. DIRT will be completed with the help of notes, knowledge organisers and teachers help.

In addition to whole school expectations (WWW, EBI, Literacy) how could work be marked?

Verbal feedback is given during each lesson and is used to improve knowledge, and presentation for learning.

Self/peer assessment is used for Do It Now tasks. There is a mixture of summative assessment tasks and independent tasks throughout the units in all of the key stages, which are also peer/self marked.

Subject: History

How often and what work should be marked?

Students will receive written feedback once per unit on a PEEL paragraph, with the target of this being midway through the unit. This feedback will be in the form of a mark out of 4 and an explanation of how to improve. If students achieve a full mark

they will be given a development and extension task based on their individual strengths focused either on contextual understanding or developing their analytical arguments.

Students will also receive feedback on their end of unit assessment in the form of an extended written assessment.

Students will also receive verbal feedback, target of weekly, for all students on their work with written indicators of consistent misconceptions.

What type of DIRT is expected?

With the mid unit feedback students will have the opportunity in our Do It Now starter to respond to feedback and develop their written skills normally in the form of rewriting sections of a PEEL paragraph.

Students' contextual DIRT will be once per term with the opportunity to correct any incorrect answers and as a class address any commonly held misconceptions.

In addition to whole school expectations (WWW, EBI, Literacy) how could work be marked?

Students will have regular single mark questions presented to them to check contextual knowledge and their scores recorded. Each unit students' will have the marks and feedback from their mid unit assessment, their contextual knowledge assessment and their extended written assessment at the end of the unit.

Whole class focus returns in future lessons for any consistent misconceptions or barriers noted during live marking, verbal feedback or extended marking feedback.

istent.

Subject: Art, Craft & Design

How often and what work should be marked?

KS3: Formative assessment takes place at the end of each unit of work, a unit is a term long. At the halfway point of each unit, a DIRT assessment lesson takes place - allowing for reflection and improvement time. Regular self and peer assessment takes place in the form of WWW & EBIs and oracy discussions. Most lessons students receive verbal teacher feedback. Each unit concludes with a self assessment of their skills set specific to the unit of work. Students also receive teacher end of unit written feedback, noting their progress and areas for improvement.

KS4: Formative assessments take place in line with the whole school assessment schedule. Regular self and peer assessment takes place in the form of WWW & EBIs and oracy discussions. Most lessons students receive verbal teacher feedback. Every half term, students receive written teacher feedback. In line with this, students will have a DIRT lesson every half term, giving an opportunity to take action on suggested improvements.

What type of DIRT is expected?

Feedback is given in the form of WWW & EBI's, DIRT time gives students an opportunity to respond and demonstrate improvement(s) against EBI targets. Students will also identify gaps within their work and revisit lesson resources to improve and increase the quality of their work.

In addition to whole school expectations (WWW, EBI, Literacy) how could work be marked?

Students will have regular opportunities to take part in oracy surrounding the quality of their work or how it is linked to the work of the inspiring artists. Whole class critiques will take place where students will need to respond to peer work and given critical feedback. In Art, we often given live one-to-one demonstrates for students to make improvements on how to control/use different media/techniques. Students often receive their written feedback on post-it-notes rather than written on their work, this is to ensure that marking does not interfere with student outcomes.

Subject: Engineering

How often and what work should be marked?

KS3: Each unit concludes with a knowledge assessment based on the key engineering principles, materials and tools that have been covered during the topic. These are delivered and marked electronically. During the course of each project, there are

multiple opportunities for self-assessment, peer assessment and group feedback against the design brief, with students encouraged to develop their effective feedback skills and identify areas for improvement. Each project design brief includes specific success criteria to allow students to measure their progress and to rate the development of their skills. Teachers will assist students in identifying their personal targets for improvement for the next project.

KS4: Formative assessment takes place in books and/or on printed worksheets as necessary in-line with the whole school policy. Literacy, knowledge, presentation and use of key technical terminology is addressed and actions personalised for each student.

End of term knowledge assessments are used for consolidation and to inform progress. These assessments are self marked to enable students to effectively identify their own knowledge gaps, generate informed personal progress targets and where necessary, identify the need for personalised intervention.

KS5: Key stage 5 qualifications (BTEC and EAL) are formally assessed through the marking of submitted assignments. The marking frequency for each qualification is laid out in the assessment plan, detailing assessment dates for each assignment in each unit. Assignment feedback includes WWW/EBI however cannot be used formatively to improve work. Instead, students will receive formative comments during the teaching of content prior to formal assessment work being produced. This feedback will follow the college policy of WWW/EBI.

What type of DIRT is expected?

Feedback takes the form of WWW/EBI with time given for students to respond and demonstrate application and improvement against EBI targets.

In addition to whole school expectations (WWW, EBI, Literacy) how could work be marked?

KS3 : Verbal feedback is used to improve knowledge, use of key engineering language, engineering skill and presentation for learning.

Self/peer assessment is used for retrieval tasks, some summative assessment tasks and independent tasks.

Subject: Maths

How often and what work should be marked?

KS3: Each unit is set out in a block which ranges from 1-4 weeks worth of learning. Students will sit a formative assessment which will evaluate their understanding of the block. The teacher will talk through the answers which will be marked by the student. The teacher will also mark students' books based on presentation and will give them a 'presentation mark' 1-Not good enough 2- Good 3- Exceptional. Once the first assessment is complete the teacher will use the assessment data to inform the topics they want to revisit during 'DIRT'. The teacher will then re-teach the topic and then students will sit a further assessment that mirrors the first to improve their score. At the end of each full term (3 times a year) students will sit a summative assessment that will test their learning of that term. This assessment will be marked by the teacher and will then inform a period of DIRT lessons that will address any issues students face.

KS4: Students in KS4 will also complete a formative assessment at the end of each block which will test their understanding of the content that has been taught. During this time staff will 'presentation mark' students' books giving a score of 1-3 for their presentation. Once the assessment is complete teachers will explain the questions in the assessment whilst students mark them. The teacher will then assess the class's assessment score and recognise topics that will need to be revisited in DIRT. Teachers will then re-teach the topic and then students will complete a mirror formative assessment to see if they can improve their understanding. Students will then be given a summative assessment that tests their understanding of either the current content they are being taught or in the form of a 'mock' GCSE exam paper and this can be one Maths paper up to all three exam papers. This will be based on the needs of the students. In year 11 students will sit full GCSE mocks in November and March in preparation for their final exams.

KS5: All courses are linear now and as such it is essential that students' progress is monitored regularly and effectively with early feedback. This feedback will follow the college policy of WWW/EBI.

A Level Students are given weekly homework. Core students every two weeks. These will be posted in the Classroom. They will be teacher marked and data-recorded. Misconceptions and difficulties will be addressed in the following lesson. Each month students will receive an assessment based on the previous 4 weeks work which again will be marked and recorded and problems addressed. Mock exams will occur in accordance with the school calendar.

What type of DIRT is expected?

Teachers will identify specific areas of improvement and will revisit these skills in lessons and re teach them with plenty of fluency practice of the skills. Students will then have the opportunity to be reassessed with a mirror of the original assessment to check they have understood the concepts.

In addition to whole school expectations (WWW, EBI, Literacy) how could work be marked?

Verbal feedback is used to improve knowledge, engineering skill and presentation for learning.

Self/peer assessment is used for retrieval tasks, some summative assessment tasks and independent tasks.

Books are marked for presentation using 1- Not good enough 2- Good and 3-Exceptional

Appendix 2

Dedicated Improvement and Reflection Time

DIRT

DIRT is vital to improvement. Empowering our young people to reflect, take responsibility and take ownership of their learning is, ultimately, what educating is all about. There are various ways and different strategies you can use in order to ensure effective DIRT:

DIRT tasks / reflections should:

- Allow the student to develop, progress and improve a small and targeted area of learning
- Take time during the lesson or set as a homework

- Be specific and targeted to students' individual needs
- Be completed after general / whole class guidance by the teacher where the teacher offer models, refers to mark schemes, VL Map sequences and Knowledge Organisers and discusses key areas for development
- Allow the student to apply to the next piece of work / assessment

DIRT tasks / reflections could include:

Students self or peer assess looking at a mark scheme and aiming to secure the band, even the individual mark.

Teacher sets a target for students to reflect on the 'how'.

Students set their own next steps after the teacher talks through a selection / offer a model that is across the class – which one is most relevant to them?

Students mark the work before they hand it to you – if their annotations are detailed enough it will reduce mark load and ensure they have reflected and justified.

Only give the response a mark – students set their own next steps using a mark scheme, a model and your feedback which you give to the whole class at the start of the lesson.

Reflect on a whole topic / unit of work via key questions and explorations.

Reflect on SMSC that may have been relevant to your topic / unit of work.

DIRT tasks – such as re-writing or improving – may not always be at the end of a piece of work, but may be questioned half way through the student's writing.

Offer a key question for students to consider in response to bullet points.

Elements of stretch and challenge where learning is deepened, or broadened, rather than accelerated.

Task could be SPAG related – check through and correct the 'sp'.

DIRT tasks / student responses should always be written in purple pen.

Appendix 3

Example of the range of feedback

Effective feedback is feedback that is:

1. Planned
2. Appropriately timed and appropriate delivery (success criteria)
3. Feedback to feedforward
- 4. Purposeful verbal feedback**

In every lesson there is informal feedback for rapport/encourage/coach. At planned intervals (as per departmental policy) there is formal feedback – Summative/formative or student self/peer assessment.

Feedback

Feedback is designed to address a specific piece of work or a behaviour that is happening in the now.

Negative feedback - focus on behaviour/action not successful and not to be repeated with corrective comments on future performance

Positive feedback – Affirming comments about future behaviour – focused on improving behaviour in the future.

Feedforward

Feedforward looks ahead to the next opportunity to perform and offers guidance on how to improve.

Negative feedback – focus on behaviour/action not successful and not to be repeated

Positive feedback – focus on behaviour/action successful and should be continued

10 tips for feedback

- 1) Whole class feedback: read (don't mark); make notes; teach; model; students write their own reflections in red.
- 2) Verbal feedback: in guided groups; Targeting verbal feedback at the learning intentions; Student writes action points immediately following verbal feedback; Verbal feedback using a visualiser; Video or audio recording
- 3) Pre-mortem: students mark their own work first using your clear success criteria / marks scheme; sign it off
- 4) Peer assessment: WWW; EBI as a question
- 5) Self-assessment: Model an excellent answer and then ask them to reflect / mark

- 6) 5 min marking: Time yourself on each set of five books – only make notes / mark what matters
- 7) Student highlights: Ask students to highlight their best bit from today, and respond to only that
- 8) Plan DIRT lessons / starters: Red lessons that go back over misconceptions
- 9) Yellow box marking: Draw a box around what they should improve; students improve, working out why that bit following modelling / visualizer
- 10) Feedforward: Write actionable, feedforward and subject specific statements that aid progress

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