

Marking and feedback

In the Maths department, we use a system called RAG 123 as part of our marking and feedback process. This ensures students assess their work at the end of each lesson and rate both their understanding and effort level. The process is quick and easy to implement and is explained to each student in all year groups.

What I have done:

- Success rating for last lesson
 - G** Excellent understanding
 - A** Good understanding – some misconceptions
 - R** Struggled to understand some basics
- Effort rating for last lesson
 - 1** – Excellent effort
 - 2** – Ok effort
 - 3** – Poor effort

The students are given the following breakdown to help them assess their work accurately and to think about why they have given themselves a particular rating.

Marking Guide	
Student says:	G: I am confident enough to explain it to someone else
1. I tried really hard I avoided distractions I tried to push my understanding	A: I understand most of this
2. I mostly concentrated I could have tried harder I didn't really push myself	R: I really struggled with this – HELP!
3. I really wasn't trying today I let things distract me from my learning I will need to make up for it next lesson	

Teachers respond to student comments daily and this encourages a dialogue whereby students are made to think about their work and how they can improve. Feedback is more timely and relevant to students as it relates specifically to the work

they have just done. It allows them to put it straight into context. The RAG 123 can also help inform planning as misconceptions can be picked up and corrected more quickly. The system is a very effective method for developing dialogic marking and communication between student and teacher.