



Code Marking in Combination with flash marking reduces teacher workload and may have a positive effect on pupil writing progress

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PURPOSE OF RESEARCH

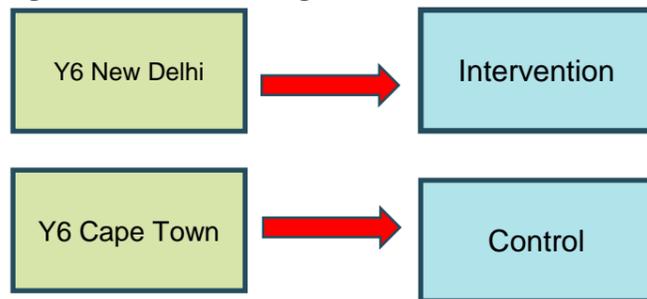
Following an Ofsted judgement of RI, we conducted a staff wellbeing survey. This showed that we needed to reduce teacher workload, improve work life balance, and support wellbeing for staff. In the same vein, it was important that pupil outcomes of progress and attainment were not affected negatively in the end of year and end of phase outcomes. This research was carried out with support from the Department for Education.

THE RESEARCH DESIGN

A non-randomised matched-pair design was used with a pre- and post-test. To define the independent variable (marking codes), two existing groups of participants were case-matched across two conditions:

- Control condition - existing marking policy (green pen and detailed next steps feedback for development (teacher written comments))
- Intervention - code marking (teacher marks the work in code and the pupils' self and peer mark using code and flash marking). The teacher looks through the work but provides mainly oral feedback.

Figure 1: Research Design



LIMITATIONS

The small sample size, in this pilot study, means that the findings must be interpreted with caution. In addition, some gaps in pupil attainment made comparing less robust.

METHODS

Participants and sample size

Pupils in Year 6, from Cinnamon Brow C E Primary School, a school in the in bottom 10% deprivation area, took part in the study. Twenty-six of the pupils in Year 6 took part. Thirteen in one class and thirteen in the other class. Six girls and seven boys in the intervention group and seven boys and six girls in the control group. Two pupils with EHCP SEND in each class. Two pupils on SEND without EHCP in the intervention group and none in the control group. The most similar boys and similar girls were case-matched, using pre-test performance data controlling for gender and attainment and SEND.

Procedures

One teacher carried out marking using a marking code, pupil and peer self assessment and flash-style marking over a period of 4 months. The other class teacher continued to use the whole school marking policy of written feedback.

Materials

End of Y6 SATs Writing Assessment Framework and Raw Score from the criteria grids and standardized scores.

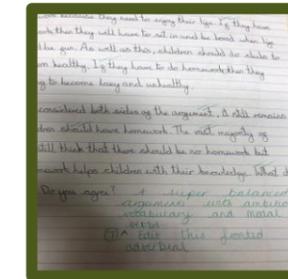
CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

To conclude, the intervention group did slightly better than the control group. This indicates that use of a marking code and pupil flash marking compared to detailed marking can have a positive effect upon progress. However, the results should be applied with caution due to the sample size.

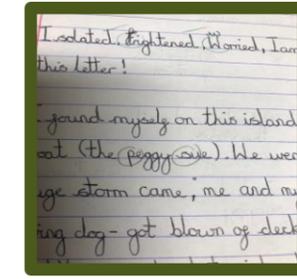
Replication is recommended with a larger study taking place. It may also be beneficial to look at the effects of SEND pupils having bespoke teaching by a specialised SEND teacher and the use of Verbal Feedback.

Comparison Samples:

Detailed Teacher Feedback



Marking Code

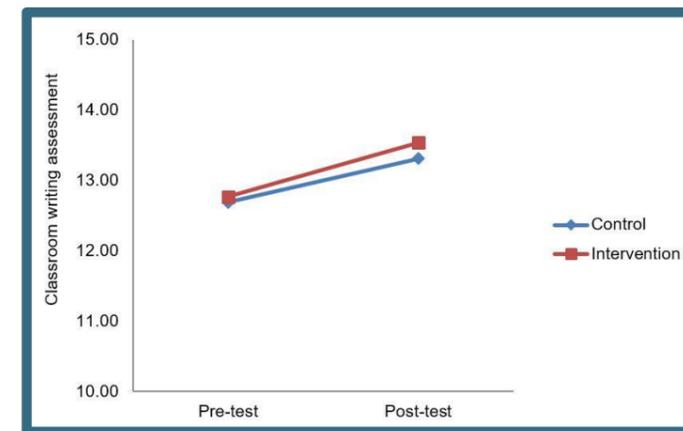


RESULTS

Pupil attainment (English)

In order to conduct the analysis below, the teachers' assessment data was converted to a continuous scale across attainment levels. Gain scores were then calculated from the pre- and post-test results in Figure 2. A two-tailed paired samples t-test indicated that the intervention had a non-significant ($p = 0.416$) positive effect compared to the control condition ($d = 0.325$, $CI (95\%) = -0.449 - 1.099$).

Figure 2: Pre and Post test means for the two sample groups



This preliminary study suggests that teachers of Key Stage 2 pupils could use more flexibility in the way they monitor and mark against outcomes than had previously been thought, thus reducing workload and improving wellbeing.

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