

# Plymstock School



*Succeeding Together*

## **Improvement and Correction Time (IACT)**

## What does the research say about marking and feedback in schools?

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 pupils' 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 pupil progress.
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking. Surveys in schools and higher education settings consistently suggest that pupils do not engage with or find it hard to act on the feedback they are given, and that pupils 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 pupils 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 pupil 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 pupil progress – there is evidence though that it causes un-necessary 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 student work

All written work in exercise books or on paper will have the following:

- Books should be well kept and free from graffiti.
- Written in black or blue pen.
- A clear title should be given for each piece of work.
- The date the work was produced.
- Both the title and date will be underlined in pen, using a ruler.
- Any student corrections, improvements and responses to feedback will be in green pen.
- All work should be neat and tidy – the work should show care and pride.

**It is recognised that there may be some variation on this in subjects such as Art, Craft and Design.**

### **Expectations for all teachers**

- Teachers should have high expectations for the work produced by every child whatever their sub-group. Feedback quality and frequency should be just as high quality in lower sets as it is in upper sets.
- The IACT policy will be followed consistently by all staff at all times.
- Teachers are free to mark in any colour they wish – other than black, blue and green (to enable it to be differentiated from student work/action).
- Time is built into lessons to enable students to respond to their IACT tasks following the marking of a key piece of work. If students do not have time to act on your feedback then the time spent marking will have little to no impact on student progress.
- Monitoring of the quality of student work and adherence to this policy will happen frequently through HODs and SLT.

### **Rationale for this policy**

At Plymstock School 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 has been developed following findings from EEF research, as well as through visits to some of the most successful schools in the country. 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 SLT 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 using:**

- Using WWW / IOTI.
- Using 'flick and tick'.
- Having two types of marking – general and extended.
- Indulging in 'triple impact marking'.
- Working harder than our students.
- Using terminology such as DIRT.
- Expecting or chasing parent comments or signatures on work.

This policy specifically relates to written teacher feedback and subsequent student response.

Plymstock School recognises that there are many other forms of valuable feedback that can be used such as verbal and peer feedback. It is up to individual teachers and subject departments to decide how these types of feedback are used in their areas.

### **What is IACT?**

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

It is a new approach to marking which:

- Maximises the impact of feedback on student outcomes.
- Focuses on student independence (hence its double meaning – I act).
- 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 very focused instructions or questions so that students can improve their work or extend their knowledge and understanding.

### *The process...*

1. The **teacher marks a key piece of work identified at a departmental level** and in line with the agreed departmental frequency. 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 as you go 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. **This will be ONE question that moves learning forward**. 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 in the same key piece of work, **using the SPaG symbol** next to the error(s) in the body of text. **The number of errors should be capped at five**. Students will be expected to correct that error – either by using a dictionary or asking the teacher.
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 students' 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 / additionally a Kagan structure could be used to get students to share their written IACT responses with each other.

IACT symbol:           ⊕

SPaG symbol:           ©

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

## Frequency

Teachers are not expected to mark every piece of work – instead, marking should focus on selected pieces of work according to those agreed within departments. Frequency will be determined at a departmental level.

## **Examples of IACT**

Tuesday 26th September 2017

The earth is like...

Q.O. To understand characteristics of the Earth's layers

Comparing the earth's layers to an apple: The Earth's crust is similar to the skin of an apple. They are both the thinnest layer but the earth's crust has different widths, where the apple's skin is the same. Also the crust has oceans and continents on it and the apple skin is just the same all around.

Q How much is the crust? 70km width

The mantle is similar to the flesh of an apple. Both are the thickest layers but the mantle is made has the texture of putty whereas the apple's flesh is solid.

Q What is the temperature of the mantle? 1000C-1200C

The mantle also has a lithosphere and is way warmer than the apple. The earth's mantle also has convection currents, where hot magma rises, then cools down and sinks again. This causes tectonic plate movement and can create mountains and volcanoes, which the apple can't do.

Q Why does magma rise? because it gets heated by the core

The core of the apple is similar to the outer core of the earth. They are both the third layer and about the same thickness. A difference is that the earth's outer core is 4000°C and a liquid where the apple's core is solid. But the outer core is a bit solid, same as the apple.

Q Why is the core solid? 155 solid

The seeds are similar to the inner core of the earth. They are both solid but have the inner core has more pressure on it than seeds so they are a bit softer. The inner core is as hot as the sun whereas the seeds are cool. There is also only one inner core and not 2 like the seeds in an apple.

Q temp? 5500°C

Overall, I think the earth's structure is similar to an apple if you don't go into too much detail.

Q How does the movement of plates cause volcanoes, earthquakes, mountains to form? can you write a comparison paragraph concerning the difference between oceanic + continental plates? why is the inner core solid?

When tectonic plates move it can happen that they crash. This can make earthquakes. If one plate (oceanic) gets pushed under the continental crust and melts, this causes volcanoes. And if two plates crash and neither one goes down, they both go up forming mountains. For example the Himalayas.

A difference between the oceanic and continental crust is (for example) is that the oceanic crust is never older than 200 million years, whereas the continental plates are way. Sometimes over 1500 million years old. Another difference is that the oceanic plates can sink and the continental cannot.

The inner core is solid because it has so much pressure and heat.

So in conclusion I think the ideas I.B. Priestley is trying to present to the audience in the play about Society is that you should always feel responsible for other people's actions and you should always think about other people before yourself. I think he is also trying to say back in those times the four would work for the rich and the rich would be King, Squire and Servant but the young would be a bit like people of the generation go on the red get less Servant and Staff to feel more freedom and responsibility for other people that makes be good.

**Literature Feedback**

The success criteria for this task were...

**Essay Style**

- Use of clear formal language (including accurate SPaG) ✓
- Clear introduction that links a thesis statement (sense of argument) to context ✓
- Developed argument and counter-argument ✓
- Clear points that address the question ✓
- Ideas linked with connectives ✓

**Analysis**

- Use of PEE/PEA for all main points ✓
- Use of evidence in the form of integrated quotations ✓
- Analysis of implied meanings ✓
- Analysis of methods using appropriate subject terminology ✓
- Consideration of the effects of methods on the reader's thoughts, feelings and understanding ✓
- Consideration of author's intentions ✓
- Links to context ✓

**Push Yourself**

- Discuss layers of meaning ✓
- Evaluate alternative interpretations ✓
- Explore ideas using modal language (might suggest... could imply... possibly means...) ✓

**Teacher Comment**

A very good effort (sag - your ideas are developed and well-evidenced. A times, you discuss methods + context effectively - you could show more evidence of this, however.

20/30

Correct errors in SPaG

Go through your whole assessment trying to add in the success criteria highlighted above with a green pen above.

Rewrite the section of your assessment marked with a \* in order to address the success criteria highlighted above.

Wednesday 5th July

fact

When the Inspector arrives to the Birling house he tells them about Eva Smith who is the Poor Sister of Society and he tells them what she did to earn enough money "she was employed at your works" This is quite a significant quote showing that in Society the Poor worked for the rich and Eva Smith working for the Birling's shows how poor she is. Also when the Inspector tells Mr Birling about Eva Smith's death and then Mr Birling responds to him with "She's a bit of a thing" showing that he is not taking any responsibility. This is a significant quote showing that Mr Birling is being selfish and he doesn't really care about his actions towards Eva Smith which rich people like him in this day. It's a careless statement from Mr Birling showing clearly because he is rich. So I.B. Priestley is showing that in the context he is showing that rich people never really cared about their actions towards the poor in Society.

Context (C)

Better



Question number	Topic area
1	<b>Exothermic and Endothermic reactions</b> <ul style="list-style-type: none"> <li>Define both reactions giving examples of each.</li> <li>Explain in detail what happens to the energy transfer in each reaction.</li> <li>How does the transfer of heat vary in each reaction?</li> </ul>
2	<b>Catalysts</b> <ul style="list-style-type: none"> <li>What are the functions of catalysts?</li> <li>Explain what is meant by the rate of reaction.</li> <li>How could you prove that something was a catalyst and not a reactant?</li> </ul>
3	<b>The use of fuels</b> <ul style="list-style-type: none"> <li>Define a fuel.</li> <li>What do fuels give off when burning?</li> <li>Suggest what the fuel source is for electrical appliances such as TV's and washing machines</li> </ul>
4	<b>Thermal decomposition</b> <ul style="list-style-type: none"> <li>Write down (as a word equation) what you think the following react to form in a decomposition reaction: Zinc Carbonate / Lead Carbonate</li> <li>Define a thermal decomposition reaction</li> <li>Why may you need limewater when carrying out thermal decomposition?</li> </ul>
5	<b>Combustion</b> <ul style="list-style-type: none"> <li>What is combustion?</li> <li>What are the products released during a combustion reaction?</li> <li>Name an example of a combustion reaction.</li> </ul>
6	<b>Planning investigations</b> <ul style="list-style-type: none"> <li>Define the differences between independent/dependent/control variables.</li> <li>What must be included when drawing a graph?</li> </ul>

What do you think you could do to improve in Science:

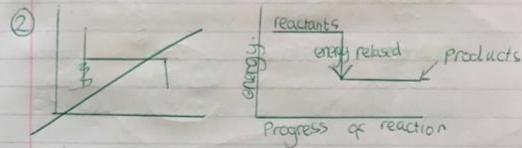
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① An endothermic reaction, is ~~has~~ more energy absorbed than given out. 'Endothermic' means to give out in heat.

exothermic = heats exit



③ A function of a catalyst is speeding up a reaction and it never runs out.

④ you could prove a catalyst and not a reactant because you can look and see if the chemical reaction has sped up.

⑤ Fuels give off heat when burning

⑥ a thermal decomposition reaction is breaking something down with heat

⑦ combustion is burning fuels to create a new fuel.   
 hydro carbon + oxygen → carbon dioxide + water

- The Federal Republic of Germany joined ECSE in 1952.
- The 6 countries

Good level of knowledge than sky.

+ Add a second factual point to your Warsaw Pact - specifically about the Pact itself to showcase your knowledge

- Add a summary statement to paragraph one at the end to link it back to the bullet point.

1. Second factual point of the Warsaw Pact would be; ~~that~~ similarly to NATO, if one of the eight alliance countries led by the USSR was attacked then the other members would support them.
2. Summary statement for paragraph one = Overall, although the Big three were still in disagreement, they tried to show a united front anyway.

### Homework

~~The creation of~~ The formation of Cominform and COMECON were very important for the development of the Cold War. Cominform (the Communist Information Bureau) was formed in 1947 and aimed to control and coordinate communist parties throughout Europe. It was mainly used as the USSR's response to the Truman Doctrine. Firstly, it made sure that Soviet states followed the same economic and foreign policies whilst exterminating any members of the Soviet state who refused to follow Moscow's orders. Proof of this is when the Yugoslavian leader, (Tito) was purged in 1948. ~~On the other hand~~ In addition the formation of the Council for Mutual Assistance was created in 1949 and acted as a Soviet response to the Marshall Plan. It helped development from Cold War by controlling ~~over~~ the economies of other countries to share access <sup>to their resources</sup> with the USSR whilst trying to encourage different countries to specialize their economies in order to have specialized skills whilst <sup>sighting</sup> ~~regarding~~ ~~together~~ ~~regarding~~. Such as; Romania and Hungary focused on food and raw materials whilst Czechoslovakia and East Germany focused on heavy industry. This ensured that all of the economies would be able to help each other and unify to be stronger together.

The creation of the Warsaw Pact was also very important for the development of the Cold



# IACT (Improvement and Correction Time)

## Information Sheet for Staff

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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 Plymstock School 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 pieces of work but give very focused instructions or questions so that students can improve their work, or extend their knowledge and understanding.
- Teachers will only mark key pieces of work. 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 pieces of work – spelling, punctuation and grammar errors (SPaG) will be identified (maximum of five in one key piece) using the SPaG symbol.
- Some key pieces of work might additionally include a mark or score, such as with a test or practice examination paper.

#### **What can you expect to see in your child's books?**

- The IACT symbol will be at the end of a key piece of work – 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 identified key pieces of work. The student will be expected to make the necessary corrections using a dictionary or through guidance from the teacher.
- Students will complete their IACT and SPaG tasks in green pen.

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