Flash Marking

Technical Notes

To accompany the Evaluation Report

The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents.

The EEF aims to raise the attainment of children facing disadvantage by:

  identifying promising educational innovations that address the needs of disadvantaged children in primary and secondary schools in England;

  evaluating these innovations to extend and secure the evidence on what works and can be made to work at scale; and

  encouraging schools, government, charities, and others to apply evidence and adopt innovations found to be effective.

The EEF was established in 2011 by the Sutton Trust as lead charity in partnership with Impetus Trust (now part of Impetus - Private Equity Foundation) and received a founding £125m grant from the Department for Education. Together, the EEF and Sutton Trust are the government-designated What Works Centre for improving education outcomes for school-aged children.

For more information about the EEF or this report please contact:

Jonathan Kay
Education Endowment Foundation
5th Floor, Millbank Tower
21–24 Millbank
SW1P 4QP

0207 802 1653

jonathan.kay@eefoundation.org.uk

www.educationendowmentfoundation.org.uk

Technical Appendix C: Memorandum of Understanding

School commitment	Project Team commitment
• To identify a member of the senior leadership team to take overall responsibility for programme in the school and correspondence with parents • To identify the Head of Department in English and one other member of staff from the English department who will receive training on FLASH marking and then disseminate to the rest of the department. Heads of department will also maintain an operational overview of the intervention. • To send out opt out consents letters to parents/caregivers of pupils taking part in this project and inform the Project Lead of the names of any pupils that wish to opt out. • To securely provide Durham University with pupil data required for the evaluation. These data include pupils' Unique Pupil Numbers (UPNs), KS2 results and background data (e.g. sex, ethnicity, date of birth, free school meal eligibility, first language and SEN status). After the trial to provide data on student attendance (2018-2020). • To inform the Project Lead of any pupils in the project who leave the school before the end of intervention assessment, and to provide the name and destination school of these pupils • To inform the Project Lead of any changes in staff involved in the project.	• To provide FLASH marking training to Heads of English departments and one other member of English staff in participating schools. • To provide all required supporting resources for participating English departments. • To be an accessible source of support throughout the project trial. • To monitor schools' progress with disseminating training and implementing the intervention. • To respond to queries and concerns from participating schools about the intervention. • To liaise with Durham University (the independent evaluators) in supporting the gathering of background data for eligible learners. • To collect parental opt-out consents from schools for pupils taking part in the project. • To inform the Project Lead of any pupils in the project who leave the school before the end of intervention assessment, and to provide the name and destination school of these pupils. • To regularly update schools and the evaluation team of any developments/changes to the project or its implementation.

- To ensure participating teachers are supported in delivering the intervention to ensure fidelity to the FLASH marking programme.

- To ensure that all English staff complete the brief teacher surveys on workload (pre-intervention and during intervention).

- To ensure that identified staff are released from school and given appropriate time to attend the three training sessions with the team from Meols Cop High School.

- To ensure that identified staff (Head of English Dept and one other) are given time to disseminate/cascade training in FLASH marking to rest of English department.

- To support students taking a short survey about their experiences of the FLASH marking programme.

- To support school visits by members of the FLASH marking (Meols Cop High School) project team and by Durham University, the independent evaluation team (where applicable).

- To ensure schools are credited as official participants in the Project Trial in reports and subsequent documentation and share the findings of the trial with the participating schools.

- To support the evaluation team in the process and impact evaluation.

- To provide funding to participating and control group schools following attendance at necessary training and sharing of required pupil data (£700 for intervention group schools and £1000 for control group schools).

MEOLS COP HIGH SCHOOL: FLASH MARKING EVALUATION
MEMORANDUM OF UNDERSTANDING

SCHOOL NAME : _____

This is an agreement to participate in the FLASH marking trial which is being run by Meols Cop High School and Durham University (the independent evaluator). The project is investigating the impact of using a marking policy in English that involves codes and limits the use of grades in written feedback.

The study is being evaluated using a randomised controlled trial which is considered the most robust way to understand the effect of an intervention. The project is funded by the Education Endowment Foundation.

Training for the intervention (FLASH marking) will be provided by Meols Cop High School for English teachers in participating schools. A total of 100 schools from across the country are being recruited to the project (50 will receive the intervention and 50 will be in the 'business as usual' control group). Students that are in Year 10 in September 2018 will participate and the trial will continue for two years until this cohort completes their GCSE courses. Attainment in GCSE English Language and Literature as well as teacher workload will be the measured outcomes for this trial.

This document sets out the roles and responsibilities of all parties concerned.

1.	Conduct the random allocation of eligible pupils to receive FLASH marking intervention/training or business-as-usual control.
2	Work with the project team (Meols Cop High School) to ensure that opt-out consents are obtained from parents for participation and for subsequent data linking concerning their child.
3.	Conduct informal interviews with pupils and teachers and observation visits to schools.
4.	Collect data on the number of sessions accessed by pupils from schools to measure dosage and also regularity of implementation
5.	Collect other relevant data on pupils' prior attainment and background characteristics, such as age, date of birth, sex, ethnicity, first language, SEN and FSM from schools as part of pre-testing. These data are essential for sub-group analyses. Data will be matched with the National Pupil Database. No individual school or pupil will be identified in any report arising from the research
6.	Ensure that all pupil and test data will be treated in the strictest confidence and never be made public. This means no individual school, staff or pupils will be identified in any report arising from the research.
7.	Ensure that all data collected are stored securely and anonymously processed.
8.	Ensure that all evaluation team members conducting school visits have DBS clearance.
9.	Analyse data from the project in order to evaluate the impact of the intervention.
10.	Produce an end-of-project evaluation report and share this with Meols Cop High School and the Education Endowment Foundation.
11.	Collate data collected as part of the project and transfer school and pupil level data to the Education Endowment Foundation's (EEF) long term data archive for future research purposes.
12.	Ensure that the research is conducted in accordance with the British Educational Research Association's ethical guidelines and approved by Durham University ethics committee (Ref number 2225).

Durham University's commitment

Memorandum of Understanding

If you agree to the roles and responsibilities set out above in the Memorandum of Understanding, please sign two copies of the form below, retaining one and returning the second copy to Sarah Cunliffe (Project Leader at Meols Cop High School).

SCHOOL
- I confirm that I have read and understood the Memorandum of Understanding for the Meols Cop High School FLASH marking project and have had the opportunity to ask questions about the Project and receive answers.

- I understand that by agreeing to take part in the Project the school agrees to provide the necessary support for the delivery of the intervention and to assist the evaluation team with the data collection and administration of the assessment.

- I agree to share pupil data with the evaluator and for the anonymised pupil data and test data to be shared with the developer of the assessment for standardisation and research purposes

- I agree to the responsibilities set out for the schools in the MOU and agree to deliver these.

- I consent to the school taking part in the above study.

Head teacher name: _____ **Date**: _____

Head teacher signature: _____

Email address: _____

School name and address:

    _____

_____
_____

_____
_____

Telephone contact:
_____

MEOLS COP HIGH SCHOOL

I have read and understood our roles and responsibilities as the project developer as set out in the Memorandum of Understanding and agree to commit to the project.

 Name (Project Lead):   Date:

 Project Lead signature:

Email address:
Telephone contact:

DURHAM UNIVERSITY

I have read and understood our roles and responsibilities as the independent evaluator as set out in the Memorandum of Understanding and accept these roles and responsibilities.

Name (Lead Evaluator):

Signature of Lead Evaluator:

Email address:

Telephone contact:

Technical Appendix D: Parent information and opt-out consent

September 2017

Dear Parent/Carer,

Research Study – FLASH Marking in English

We are pleased to let you know that «NAME OF SCHOOL» has signed up to take part in a national research and development project called FLASH marking. The head teacher has given permission for the programme to be delivered to all pupils starting Year 10 in September 2018. The project will run until these pupils leave school in June 2020.

FLASH marking is a programme designed to provide simple and helpful written feedback to pupils in their English lessons. It provides a series of codes to explain where pupils have done something well and to show them areas where they can develop their learning and make further progress. The codes are used instead of regular grading. The programme has been developed by Meols Cop High School in Southport. They will be training English teachers at your child's school in this feedback method.

FLASH marking is designed to improve children's attainment and progress in English Language and English Literature. The coding system allows teachers to provide individualized feedback which pupils can then act on in order to improve and develop in English.

Schools will be randomly selected to participate in this study. Half of the schools which have agreed to be part of the study will receive the FLASH marking intervention while half will not, and will continue with their usual marking practices.

Previous studies have shown that high quality feedback can have a positive impact on children's academic performance. Meols Cop High School have delivered FLASH marking in a small number of schools already and feel that it has the potential to support pupils' English attainment. A team from Durham University are working with Meols Cop High School to study the impact of FLASH marking on children's English attainment. To enable us to do this we will be using pupils' GCSE English grades.

To help us with this research the school will pass on some background information about pupils to the evaluation team at Durham University. The data collected will be used alongside children's Key Stage 2 data and GCSE results through linking with the National Pupil Database (NPD). The information which the child's school submits for the analysis (which includes details such as your child's name, date of birth, gender, ethnicity, free school meal status and whether they speak English as an additional language, attendance) will be used by the team at Durham University for the purposes of the FLASH marking evaluation.

All pupil and assessment data will be treated in the strictest confidence and never be made public. No individuals will be identified or identifiable. The data for your child's school will be analysed anonymously, together with data from other schools, and no individual pupils or schools will be named in any report. The data will be anonymised (no names will be attached) and shared by Durham University with the Education Endowment Foundation data archive. The assessment provider may also use anonymised information that the school has provided for the assessments to be carried out along with the assessment data for the

4

purpose of internal research. The assessment provider may share such anonymised data with third parties for use in their own research, and the results of this research may be used in publicly available documents. The study has been approved by Durham University Ethics Committee.

We hope you will support this important study and are happy for your child to take part in this project and for your child's data to be used in the way outlined above. If you do **not** wish your child to take part in this project or if you would prefer we did not use your child's data in this research study please complete the form below and return it to your <<PERSON/SCHOOL RECEPTION>> by <<DATE>>. If you have further questions about the project or the evaluation you can contact us directly. Contact details are below:

Yours faithfully,

_____

Sarah Cunliffe
(Project Lead at Meols Cop High School)
Email: Cunliffe-S@meolscop.co.uk

Dr Rebecca Morris
(Lead Evaluator)
Durham University
Email: r.e.morris@durham.ac.uk

Tear here
_____

NB: You <u>do not</u> need to return this form if you are happy for your child to take part in the study and for his/her data to be used in the way described above.

Child's Name _____ Tutor/Form Group _____

I **<u>do not</u>** want my child to take part in this study.

Name of parent/caregiver: _____

Relationship to child: _____

Signature: _____   Date: _____

Technical Appendix E: Privacy Notice

FLASH Marking
Privacy Notice - Pupil
The University of Durham (www.dur.ac.uk) takes your privacy seriously. This notice sets out information about how we process your personal data [your 'information'] as part of the Flash intervention project. It also sets out your rights and who to contact if you have any concerns. Please take the time to read it.   If you have any questions about the project itself please contact Professor Stephen Gorard at the University. His email is s.a.c.gorard@durham.ac.uk

The University processes your information as it wishes to assess the effectiveness of the project in terms of improving pupil attainment in English.

The University will collect and process the following information in order to achieve the above purpose(s): Your name, pupil reference number, and date of birth – provided by your school.

Details about your prior and future attainment in English (language and literature), your gender, whether English is your first language, eligibility for free school meals (pupil premium) - provided by the National Pupil Database.

Our legal basis to process the information is consent i.e. you (through your parents/ carers) have agreed to take part in the project.   Please note you have a right to withdraw consent and if you wish to do so please ask your parents/ carers to let us know. We will also rely on the legal basis that the University is undertaking a task in the public interest – research.

We will share the outcomes of the project with the Education Endowment Fund. No information capable of identifying you will be shared.

We will retain your information until the end of the project – expected to be August 2022.

The data collected will be linked with information from the National Pupil Database (NPD) and shared with the Department for Education, the EEF's archive manager and, in an anonymised form, with the Office for National Statistics and potentially other research teams. Further matching to NPD and other administrative data may take place during subsequent research.

You have certain rights in relation to your information for instance a right of access or to rectify any inaccurate information held by us. You also have a right to restrict or object to what we do with your information and to withdraw your consent if you wish to do so. You also have a right to have your information erased. Further information about these rights and how to exercise them can be found by visiting our data protection webpages.

The Data Protection Officer for the University can be contacted via university.secretary@durham.ac.uk.

If you have any concerns about the way we have handled your information or wish to complain please ask your parents/ carers to contact our Data Protection Officer in the first instance. The University will consider what they have to say and seek to resolve matters with you. After that, if you are still dissatisfied, they may contact the Information Commissioner's Office. They can be contacted via www.ico.org.uk

FLASH Marking
Privacy Notice - Teacher
The University of Durham (www.dur.ac.uk) takes your privacy seriously. This notice sets out information about how we process your personal data [your 'information'] as part of the Flash intervention project. It also sets out your rights and who to contact if you have any concerns. Please take the time to read it.   If you have any questions about the project itself please contact Professor Stephen Gorard at the University. His email is s.a.c.gorard@durham.ac.uk

The University processes your information as it wishes to assess the effectiveness of the intervention in terms of reducing your workload and improving pupil attainment in English.

The University will collect and process the following information in order to achieve the above purpose(s): Your name, age [within bands], gender, job role, number of years you have been a teacher, the name of the school you work for as well as the time during the week you spend on activities.

Our legal basis to process the information is consent i.e. you have freely agreed to take part in the project. Please note you have a right to withdraw consent and if you wish to do so please let us know. We will also rely on the legal basis that the University is undertaking a task in the public interest – research.

We will share the outcomes of the project with the Education Endowment Fund. No information capable of identifying you will be shared.

We will retain your information until the end of the project – expected to be August 2022.

You have certain rights in relation to your information for instance a right of access or to rectify any inaccurate information held by us. You also have a right to restrict or object to what we do with your information and to withdraw your consent if you wish to do so. You also have a right to have your information erased. Further information about these rights and how to exercise them can be found by visiting our data protection webpages.

The Data Protection Officer for the University can be contacted via university.secretary@durham.ac.uk.

If you have any concerns about the way we have handled your information or wish to complain please contact our Data Protection Officer in the first instance. The University will consider what you have to say and seek to resolve matters with you. After that, if you are still dissatisfied, you may contact the Information Commissioner's Office. They can be contacted via www.ico.org.uk

Technical Appendix F: Teacher workload survey

FLASH marking evaluation survey

Page 1: Teacher workload survey

FLASH marking evaluation

Your school has agreed to participate in a national trial of the FLASH marking approach. The evaluation is being conducted by Durham University and is funded by the Education Endowment Foundation.

Before the trial begins in schools we are asking English departments to complete the following short survey. This will help us to learn more about the work you do and your school's approaches to feedback and assessment.

All responses to the survey will be kept completely confidential. No names of staff, pupils or schools will be reported in relation to this study. All aspects of the evaluation comply with the British Educational Research Association's ethical guidelines and have been approved by Durham University's ethics advisory committee.

1. **I agree that the information I provide may be used within the FLASH marking evaluation being conducted by Durham University. I understand that all responses will be confidential and will be anonymised in the reporting of the responses.** ✳
Required

○ Yes

Page 2: About your school and your role

2. **What is the name of the school where you work?** ✳ *Required*

3. **What is your school's postcode?**

4. **In order to provide some context for the survey, can you say which of the following best describes your main role at your current school?**

- ○ Classroom teacher
- ○ Head of Department
- ○ Other leadership role
- ○ Other

4.a. If you selected Other, please specify:

Page 3: Time spent on activities

5. **In your most recent full working week, approximately how many hours did you spend in total on teaching, planning lessons, marking, interacting with other teachers, and other activities related to your job?**

Please include tasks that took place during weekends and evenings. Round to the nearest half hour (e.g. 3.5 hours). ✴ *Required*

[   ]

6. **Of this total, how many hours did you spend on *teaching* in your most recent full working week?** Please only count actual teaching time. Time spent on preparation, marking, etc. will be recorded later in the survey. Round to the nearest half hour (e.g. 3.5 hours). ✴ *Required*

[   ]

7. **How many hours did you spend on the following activities *other than teaching* in your most recent full working week?** Include activities that took place during weekends or evenings. Please exclude all time spent teaching. Again, round to the nearest half hour. Please record a 0 (zero) if you spent no time on a listed activity.

	Hours ✴ *Required*
Individual planning or preparation of lessons either at school or out of school	[ ]
Team work and dialogue with colleagues within this school	[ ]
Marking/correcting of pupils' work	[ ]

General administrative work (including communication, paperwork, work emails and other clerical duties you undertake in your job as a teacher)	[ ]
Communication and co-operation with parents or guardians	[ ]
Engaging in extracurricular activities (e.g. sports and cultural activities after school)	[ ]
Other activities	[ ]

Page 4: Assessment and feedback

8. **Which of the following methods do you use to mark/assess Key Stage 3 and 4 students' written work? (tick all that apply)**

	Key Stage	
	Key Stage 3	Key Stage 4
Written comments stating what students have done well	☐	☐
Written comments giving targets of what/how students can improve or develop	☐	☐
Codes to denote what students have done well/what they should improve	☐	☐
Numerical/alphabetical marks or grades	☐	☐
Ticks and/or other symbols (e.g X, //, ?)	☐	☐
I don't teach this Key Stage this year	☐	☐
Other	☐	☐

8.a. If you selected 'Other', please give details:

Page 5: Your Key Stage 4 English classes

The following questions ask you specifically about your Key Stage 4 English groups.

9. **What is your school's policy on the frequency of marking of Key Stage 4 English work? Books/other written work should be marked:** ✱ *Required*

- ◯ After every lesson
- ◯ Every week
- ◯ Every two weeks
- ◯ Every three weeks
- ◯ Don't know
- ◯ School does not have a policy on this
- ◯ Other

9.a. If you selected Other, please specify:

10. **In your last full working week, how much time did you spend providing written feedback on Key Stage 4 students' written work?** ✱ *Required*

11. **Approximately how many Year 10 and Year 11 children do you currently teach?**

	Year Group	
	Year 10	Year 11
None	☐	☐
1-15	☐	☐
16-30	☐	☐
31-60	☐	☐
More than 60	☐	☐

Page 6: Your views on your workload

12. **Across the whole school year, is the amount of time you spend on the activities below too little, too much or about right?**

Please don't select more than 1 answer(s) per row.

	Far too little	Too little	About right	Too much	Far too much	N/A
Individual planning or preparation of lessons either at school or out of school	☐	☐	☐	☐	☐	☐
Team work and dialogue with colleagues within this school	☐	☐	☐	☐	☐	☐
Marking/correcting pupils' work	☐	☐	☐	☐	☐	☐
General administrative work (including communication, paperwork, work emails and other clerical duties you undertake in your job as a teacher)	☐	☐	☐	☐	☐	☐
Communication and co-operation with parents or guardians	☐	☐	☐	☐	☐	☐

Engaging in extracurricular activities (e.g. sports and cultural activities after school)	☐	☐	☐	☐	☐	☐
Other activities	☐	☐	☐	☐	☐	☐

13. **To what extent do you agree or disagree with the following statements about your working hours?**

Please don't select more than 1 answer(s) per row.

	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree
I can complete my assigned workload during my contracted working hours	☐	☐	☐	☐	☐
I have an acceptable workload	☐	☐	☐	☐	☐
Overall, I achieve a good balance between my work life and my private life	☐	☐	☐	☐	☐

14. **To what extent, if at all, do you consider teacher workload to be a serious problem in your school?** ✱ *Required*

○ Workload is a very serious problem

○ Workload is a fairly serious problem
○ Workload is not a very serious problem
○ Workload is not a serious problem at all
○ Don't know
○ Other

14.a. If you selected Other, please specify:

Page 7: About you

The following questions ask for some background details about you and your teaching career. They will help us to understand the different levels of experience and roles that participants have, and whether these characteristics are linked to workload issues.

15. **In to which of the following age bands do you fall?**

- ○ Under 25
- ○ 25-34
- ○ 35-44
- ○ 45-54
- ○ 55-64
- ○ 65 or older
- ○ Prefer not to say

16. **What is your gender?**

- ○ Female
- ○ Male
- ○ Other
- ○ Prefer not to say

17. **Are you a full-time member of staff at your school?**

- ○ Yes
- ○ No

11 / 14

16

17.a. If you answered 'No' to the question above, please state what proportion of a full-time contract you work:

18. Are you currently a Newly Qualified Teacher (NQT)?

○ Yes
○ No

19. How many years have you been a qualified teacher?

○ Less than 1 year
○ 1-5 years
○ 6-10 years
○ 11-15 years
○ 16-20 years
○ 20+ years

20. In order to match your responses to a follow-up survey that will happen next year, please could you include your full name (first name and surname) below. Your name and the responses provided in this survey *will not* be seen by or shared with anybody outside of the Durham University evaluation team.

21. Are there any other comments that you would like to make about marking, feedback and workload? If so, please write your comments below:

Page 8: Final page

Thank you very much for taking the time to complete this survey.

Please email the evaluation team lead if you have any questions about any of the issues raised here.

Dr Rebecca Morris, Durham University

r.e.morris@durham.ac.uk

Technical Appendix G: Marking and Feedback in English Evaluation Survey 2020

Marking and Feedback in English Evaluation Survey 2020

Teacher workload survey

Marking, feedback and workload in your school

Your school has been participating in a national trial on a new approach to marking and feedback, funded by the Education Endowment Foundation and evaluated by Durham and Warwick Universities.

We are asking teachers to participate in a short survey about their work, particularly focusing on marking, feedback and workload. This will help us to better understand the current situation in schools, and to examine teachers' experiences and perspectives on assessment and workload.

The survey should take **no more than 10 minutes** to complete.

All responses to the survey will be completely confidential. No names of staff, pupils or schools will ever be shared or reported. All aspects of the evaluation comply with the British Educational Research Association's ethical guidelines and have been approved by Durham University's ethics advisory committee. Data will be stored in compliance with GDPR requirements. By completing the questionnaire, you are consenting to the information you provide being used for the purposes of the project evaluation. Your data will never be passed on to any other parties.

If you have any questions about the evaluation or this questionnaire, you are welcome to contact the Lead Evaluator, Dr Rebecca Morris: rebecca.e.morris@warwick.ac.uk (contact details also at end of questionnaire).

I agree that the information I provide may be used within the teacher feedback and workload evaluation project being conducted by Durham and Warwick Universities. I understand that all responses will be confidential and will be anonymised in the reporting of the responses. ✳ *Required*

○ Yes

About your school

What is the name of the school where you work? ✱ *Required*

What is your school's postcode?

Time spent on activities

In your most recent full working week, approximately how many hours did you spend in total on teaching, planning lessons, marking, interacting with other teachers, and other activities related to your job?

Please include tasks that took place during weekends and evenings. Round to the nearest half hour (e.g. 3.5 hours). ✱ *Required*

Of this total, how many hours did you spend on *teaching* in your most recent full working week? Please only count actual teaching time. Time spent on preparation, marking, etc. will be recorded later in the survey. Round to the nearest half hour (e.g. 3.5 hours). ✱ *Required*

How many hours did you spend on the following activities *other than teaching* in your most recent full working week? Include activities that took place during weekends or evenings. Please exclude all time spent teaching. Again, round to the nearest half hour. Please record a 0 (zero) if you spent no time on a listed activity.

	Hours ✱ *Required*
Individual planning or preparation of lessons either at school or out of school	
Team work and dialogue with colleagues within this school	
Marking/correcting of pupils' work	

General administrative work (including communication, paperwork, work emails and other clerical duties you undertake in your job as a teacher)	
Communication and co-operation with parents or guardians	
Engaging in extracurricular activities (e.g. sports and cultural activities after school)	
Other activities	

Assessment and feedback

Which of the following methods do you use to mark/assess Key Stage 3 and 4 students' written work? (tick all that apply)

	Key Stage	
	Key Stage 3	Key Stage 4
Written comments stating what students have done well	☐	☐
Written comments giving targets of what/how students can improve or develop	☐	☐
Codes to denote what students have done well/what they should improve	☐	☐
Numerical/alphabetical marks or grades	☐	☐
Ticks and/or other symbols (e.g X, //, ?)	☐	☐
I don't teach this Key Stage this year	☐	☐
Other	☐	☐

If you selected 'Other', please give details:

Your Key Stage 4 English classes

The following questions ask you specifically about your Key Stage 4 English groups.

What is your school's policy on the frequency of marking of Key Stage 4 English work? Books/other written work should be marked: ＊*Required*

○ After every lesson

○ Every week

○ Every two weeks

○ Every three weeks

○ Don't know

○ School does not have a policy on this

○ Other

If you selected Other, please specify:

In your last full working week, how much time did you spend providing written feedback on Key Stage 4 students' written work? (please write in number of hours to nearest half hour e.g. 3.5) ＊*Required*

How much of this time was spent on written marking and feedback on Year 11 students' written work? (please write in number of hours to nearest half hour e.g. 1.5)

[   ]

Approximately how many Year 10 and Year 11 children do you currently teach?

	Year Group	
	Year 10	Year 11
None	☐	☐
1-15	☐	☐
16-30	☐	☐
31-60	☐	☐
More than 60	☐	☐

Your views on your workload

Across the whole school year, is the amount of time you spend on the activities below too little, too much or about right?

Please don't select more than 1 answer(s) per row.

	Far too little	Too little	About right	Too much	Far too much	N/A
Individual planning or preparation of lessons either at school or out of school	☐	☐	☐	☐	☐	☐
Team work and dialogue with colleagues within this school	☐	☐	☐	☐	☐	☐
Marking/correcting pupils' work	☐	☐	☐	☐	☐	☐
General administrative work (including communication, paperwork, work emails and other clerical duties you undertake in your job as a teacher)	☐	☐	☐	☐	☐	☐
Communication and co- operation with parents or guardians	☐	☐	☐	☐	☐	☐

Engaging in extracurricular activities (e.g. sports and cultural activities after school)	☐	☐	☐	☐	☐	☐
Other activities	☐	☐	☐	☐	☐	☐

To what extent do you agree or disagree with the following statements about your working hours?

Please don't select more than 1 answer(s) per row.

	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree
I can complete my assigned workload during my contracted working hours	☐	☐	☐	☐	☐
I have an acceptable workload	☐	☐	☐	☐	☐
Overall, I achieve a good balance between my work life and my private life	☐	☐	☐	☐	☐

To what extent, if at all, do you consider teacher workload to be a serious problem in your school? ✳ *Required*

○ Workload is a very serious problem

10 / 19

○ Workload is a fairly serious problem

○ Workload is not a very serious problem

○ Workload is not a serious problem at all

○ Don't know

○ Other

If you selected Other, please specify:

The FLASH Marking Study

Does your school use FLASH Marking in English? ✽ *Required*

○ Yes

○ No

○ Don't Know

FLASH Marking

Please indicate the extent to which you agree or disagree with the following statements.
Optional

Please don't select more than 1 answer(s) per row.

	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree	N/A
FLASH Marking is useful for supporting teaching and learning in English	☐	☐	☐	☐	☐	☐
FLASH Marking has reduced my marking and feedback workload	☐	☐	☐	☐	☐	☐
I am positive about FLASH Marking	☐	☐	☐	☐	☐	☐
Pupils in my Year 11 groups have benefited from using FLASH Marking	☐	☐	☐	☐	☐	☐
The FLASH Marking training I received was useful	☐	☐	☐	☐	☐	☐
Pupils received feedback quicker now that we use FLASH	☐	☐	☐	☐	☐	☐

FLASH Marking has helped students to develop their metacognition skills	☐	☐	☐	☐	☐	☐
I would recommend FLASH Marking to colleagues in other schools	☐	☐	☐	☐	☐	☐

If you have any further comments on any aspects of FLASH Marking (e.g. training, implementation, support from FLASH delivery team, impact on pupils' outcomes, impact on your workload), please feel free to share them here:

Are you a Head of Department? ✱ *Required*

   ○ Yes

   ○ No

Head of Department's Experiences of FLASH

Please indicate the extent to which you agree or disagree with the following statements:

Please don't select more than 1 answer(s) per row.

	Strongly disagree	Tend to disagree	Neither agree nor disagree	Tend to agree	Strongly agree
My department have been fully committed to FLASH Marking since the start of the trial	☐	☐	☐	☐	☐
FLASH Marking has been positive for my department	☐	☐	☐	☐	☐
It has been challenging to fully implement FLASH Marking in my department	☐	☐	☐	☐	☐
My department will continue to use FLASH Marking after the end of the trial	☐	☐	☐	☐	☐

Please feel free to add any further comments that you have about FLASH Marking and its impact on you and your department:

About you

The following questions ask for some background details about you and your teaching career. They will help us to understand the different levels of experience and roles that participants have within our study.

In to which of the following age bands do you fall?

- ○ Under 25
- ○ 25-34
- ○ 35-44
- ○ 45-54
- ○ 55-64
- ○ 65 or older
- ○ Prefer not to say

What is your gender?

- ○ Female
- ○ Male
- ○ Other
- ○ Prefer not to say

Are you a full-time member of staff at your school?

- ○ Yes
- ○ No

16 / 19

29

If you answered 'No' to the question above, please state what proportion of a full-time contract you work:

Are you currently a Newly Qualified Teacher (NQT)?

○ Yes

○ No

How many years have you been a qualified teacher?

○ Less than 1 year

○ 1-5 years

○ 6-10 years

○ 11-15 years

○ 16-20 years

○ 20+ years

In order to match your responses to an earlier survey, completed at the start of the project, please could you include your full name (first name and surname) below. Your name and the responses provided in this survey *will not* be seen by or shared with anybody outside of the evaluation team.

Are there any other comments that you would like to make about marking, feedback and workload? If so, please write your comments below:

Final page

Thank you very much for taking the time to complete this survey.

Please email the evaluation team lead if you have any questions about any of the issues raised here.

Dr Rebecca Morris, University of Warwick

rebecca.e.morris@warwick.ac.uk

Technical Appendix H: School visit briefing sheet

**FLASH Marking
Intervention School Visit 1 - Briefing Sheet
Autumn 2018**

Many thanks for completing a school visit for us. Below are some key elements that we would like you to focus on during your visit to school.

Observing lessons – you will hopefully have the opportunity to see FLASH being used in the English classroom with Year 10 pupils. Please make notes on any of the following things:

- How is FLASH being used? What content is being taught? How is the teacher encouraging the children to use FLASH?
- How do the pupils seem to respond to using FLASH codes? Are they familiar, confident, interested? Are there any negative reactions? Do they seem to understand what the codes mean?
- Are there any displays in the classroom which relate to FLASH marking? What are these like?
- Can you see children's exercise books/written work? Is there evidence of FLASH being used? If so, how?
- If there is chance, ask pupils about FLASH marking? Do they know what it is? What do they think of it? Do they find it different to previous ways of marking/feedback? If so, how?
- Anything else that you think is interesting or relevant.

Discussions with pupils – some schools will arrange an opportunity for you to talk to Year 10 pupils about FLASH marking. This may have happened in lessons (see above) or you might be able to speak to a group outside of the teaching room. Some things to ask them:

- What does FLASH marking mean to them? What is it?
- Do they feel like it helps them to make progress in English? How/why?
- Do they like it? Why/why not?
- As well as FLASH marking, do they receive grades/numerical marks? If so, how often?
- How does FLASH compare to the marking/assessment that they received last year (in Year 9)?

Discussions with staff – the schools have agreed to provide an opportunity for you to talk to English teaching staff. This might be on a one-to-one basis (e.g. in the classroom or walking down the corridor) or in a group situation (e.g. during a meeting or in the staffroom at lunchtime). Some things to ask them:

- Are they using FLASH marking? If so, how do they find it? How does it compare with last year's system of providing marking and feedback? Note positives, negatives and neutral comments.
- Has FLASH marking helped pupils to make progress in English? If so, how?
- How have the pupils found the switch to FLASH marking? Have different groups responded to it in different ways (e.g. high/middle/low ability students)?
- How did they find the FLASH marking training (either out in the hubs or the in-school cascade sessions)?
- Have teachers found any impact on their workload following the introduction of FLASH? Probe for details of this – positive, negative and neutral.
- Do they like FLASH marking? Why/why not?
- Have they started using it with any other year groups?

Exercise books – during lessons or at another point you will hopefully get to see some Year 10 pupils' English books/written work. A few things to look for:

- Is there evidence of FLASH marking codes/highlighting/feedback in the books? If so, what does this look like?
- Is there any other type of marking/feedback in books (comments or grades/marks)?

If you see any good examples of FLASH marking, you may want to take a picture of this – you ***should not do this during a lesson*** though and you ***must get the teacher's permission***. Please ensure there is no identifying information (e.g. child's name) on any work that you photograph.

The list of foci/questions above is indicative. If you find other relevant things to talk about or look at with staff/pupils, then that is fine. As discussed at our training/briefing sessions, the aim is to build up a picture of how FLASH Marking is

being implemented and experienced within the school during this first term of the trial.

Further details about the evaluation can be found on the EEF website here:

https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flash-marking/

Get in touch if you have any questions.

Technical Appendix I: Pupil Questionnaire

Marking and Feedback in English - Student Survey

Hello there!

Your school has been participating in a research project about marking and feedback in English. This project has been looking at whether different ways of feedback can help students to do better in English. Your school has been working with the Universities of Warwick and Durham on this, and your teachers have agreed to share this survey with you.

It is important for this study that we hear from students about their experiences of marking and feedback in English. Therefore, we are inviting you to participate in a short questionnaire about this.

The survey should take **no more than 6 minutes** to complete.

Your survey responses will be sent straight to the project team at Warwick/Durham University. As you have not provided your name or personal details, we will not be able to identify you in any way. Nobody else will see the answers you provide.

By completing the questionnaire, you are consenting to the information you provide being used for the purposes of the research project. Your data will never be passed on to any other parties.

About you

1. What is the name of your school?

   _____

2. Which year group are you currently in? (please tick)

   Year 10 ☐   Year 11 ☐

3. What is your gender? (please tick one box)

   Female ☐   Male ☐   Prefer not to say ☐   Other ☐

4. What grade do you think you will get in your **<u>GCSE English Language</u>** exam this year? (please tick one box)

9	8	7	6	5	4	3	2	1	Not Sure

Marking and Feedback in English

5. Does your English teacher use any of the following methods when marking your written work?

Type of marking/feedback	Tick all that apply
Ticks (✓) or crosses (X)	
Codes to show what you have done well or what you need to improve (e.g. Z, WT, E, AQ)	
Short comments on your work e.g. one or two words	
A mark or grade (number or letter e.g. Grade 8 or A+)	
Longer written comments on your work	
Other – please specify:	

6. To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I like English					
I get feedback quickly on my written work in English					
The feedback I get on my work helps me to learn					
I use the feedback I receive to improve in English					
I am good at English					
My English teacher gives me regular feedback on my written work					
I know what I need to do to get better at English					

36

7. Do you know what FLASH Marking is?

Yes ☐   No ☐   Not Sure ☐

> If you answered **Yes to Q7,** go to the **next page (question 8)**. If you have answered **No** or **Not Sure,** go to **Question 11** (the final question).

8. To what extent do you agree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
FLASH Marking has helped me with my English work					
I get quicker feedback since we have been using FLASH Marking					
FLASH Marking is difficult to use					
I can use FLASH Marking codes to assess my own work					
FLASH Marking is a better way of getting feedback than the approach we used before					
FLASH Marking helps me to know what to improve in English					
I like FLASH Marking					

9. Write down three words or phrases you would use to describe FLASH Marking:

_____

_____

10.   In addition to FLASH Marking, do you ever get a mark/grade (e.g. 25/30 or Grade 6) on your written work in English?

Never	Rarely	Sometimes	Often	Always	Not Sure

11.   Is there anything else that you would like to add about marking and feedback in English? Please write your thoughts in the box below.

Thank you very much for participating in this questionnaire. Your responses will be really helpful for our project.

Please hand this questionnaire back to your teacher.

Good luck with your exams this year! Please feel free to get in touch if you have any questions.

Dr Becky Morris - University of Warwick
Email: rebecca.e.morris@warwick.ac.uk

Technical Appendix J: Online Pupil Questionnaire

Marking and Feedback in English_Student Survey

Page 1

Hello there!

Your school has been participating in a research project about marking and feedback in English. This project has been looking at whether different ways of feedback can help students to do better in English. Your school has been working with the Universities of Warwick and Durham on this, and your teachers have agreed to share this survey with you.

It is important for this study that we hear from students about their experiences of marking and feedback in English. Therefore, we are inviting you to participate in a short questionnaire about this.

The survey should take **no more than 6 minutes** to complete.

Your survey responses will be sent straight to the project team at Warwick University. As you have not provided your name or personal details, we will not be able to identify you in any way. Nobody else will see the answers you provide.

By completing the questionnaire, you are consenting to the information you provide being used for the purposes of the research project. Your data will never be passed on to any other parties.

If you have any questions about the project or this questionnaire, you are welcome to contact the researcher, Dr Rebecca Morris: rebecca.e.morris@warwick.ac.uk (contact details also at end of questionnaire).

I am happy to complete the questionnaire and consent to my responses being used for this project: ✱ *Required*

    ○ Yes

About you

These four questions ask for some simple information about you and your school.

What is the name of your school?

[   ]

Which year group are you currently in?

○ 10
○ 11
○ Other

If you selected Other, please specify:

[   ]

What is your gender?

○ Female
○ Male
○ Prefer not to say
○ Other

If you selected Other, please specify:

[   ]

What grade do you think you will get in your **GCSE English Language** exam this year?

[   ]

Marking and Feedback in English

The three questions below ask you about your experience of marking and feedback in English lessons.

Does your English teacher use any of the following methods when marking your written work? Tick all that apply.

☐ Ticks (✓) or crosses (X)

☐ Codes to show what you have done well or what you need to improve (e.g. Z, WT, E, AQ)

☐ Short comments on your work e.g. one or two words

☐ A mark or grade (number or letter e.g. Grade 8 or A+)

☐ Longer written comments on your work

☐ Other – please specify

To what extent do you agree with the following statements:

Please don't select more than 1 answer(s) per row.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I like English	☐	☐	☐	☐	☐
I get feedback quickly on my written work in English	☐	☐	☐	☐	☐
The feedback I get on my work helps me to learn	☐	☐	☐	☐	☐

I use the feedback I receive to improve in English	☐	☐	☐	☐	☐
I am good at English	☐	☐	☐	☐	☐
My English teacher gives me regular feedback on my written work	☐	☐	☐	☐	☐
I know what I need to do to get better at English	☐	☐	☐	☐	☐

Do you know what FLASH Marking is?

○ Yes

○ No

○ Not Sure

Marking and Feedback in English

These three questions ask you about FLASH Marking in English

To what extent do you agree with the following statements:

Please don't select more than 1 answer(s) per row.

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
FLASH Marking has helped me with my English work	☐	☐	☐	☐	☐
I get quicker feedback since we have been using FLASH Marking	☐	☐	☐	☐	☐
FLASH Marking is difficult to use	☐	☐	☐	☐	☐
I can use FLASH Marking codes to assess my own work	☐	☐	☐	☐	☐
FLASH Marking is a better way of getting feedback than the approach we used before	☐	☐	☐	☐	☐
FLASH Marking helps me to know what to improve in English	☐	☐	☐	☐	☐
I like FLASH Marking	☐	☐	☐	☐	☐

Write down **three** words or phrases that you would use to describe FLASH Marking:

```
┌─────────────────────────────┐
│                             │
│                             │
│                             │
│                             │
└─────────────────────────────┘
```

In addition to FLASH Marking, do you ever get a mark/grade (e.g. 25/30 or Grade 6) on your written work in English?

○ Never

○ Rarely

○ Sometimes

○ Often

○ Always

○ Other

If you selected Other, please specify:

```
┌─────────────────────────────┐
│                             │
└─────────────────────────────┘
```

Marking and Feedback in English

Is there anything else that you would like to add about marking and feedback in English? Please write your thoughts in the box below. Click 'Finish' when you have added your comments:

```
┌─────────────────────────────┐
│                             │
│                             │
│                             │
│                             │
└─────────────────────────────┘
```

Final page

Thank you very much for participating in this questionnaire. Your responses will be really helpful for our project.

Good luck with your exams this year!

Dr Becky Morris - University of Warwick

Email: rebecca.e.morris@warwick.ac.uk

Key for selection options

5 - What grade do you think you will get in your GCSE English Language exam this year?

9
8
7
6
5
4
3
2
1
Not Sure
I am not taking the exam this year

Technical Appendix K: Thematic Analysis Framework

FLASH Marking: Thematic Analysis Framework (2021)

Overarching theme	Subthemes	(Possible) Relevant Codes
Implementation of FLASH Marking	Fidelity and adaptation	• Delivery of FLASH intervention • Attendance at training • Cascading of training to department • Teaching and learning activities • Embedding within curriculum • Use and adaptation of codes
	Reach across target cohorts and school	• Use by all teachers/English dept • Delivery across target groups (KS4) • Delivery to other cohorts (e.g. KS3) or other depts
	Others	
Implementation factors (e.g. programme/school/teacher) and barriers/challenges	Training	• Quality of training • Quantity of training • Delivery methods • Cascading of training back in school
	Ongoing support and resources	• From FLASH team (Sarah/Leon) e.g. visits to schools, coaching, observations • Engagement with support • Use of virtual platform to share/find resources
	Curriculum	• Embedding within schemes of work • Lesson planning • Specific areas of English curriculum
	Value and interest in FLASH across the school	• Views of English colleagues • Role of FLASH Lead/s • Leadership engagement (SLT, department) • Other subject areas beyond English
	Time	• For training/embedding • For use by teachers for marking/feedback • For use by pupils in lessons • Compared with previous methods
	Staffing	• Role of staff in implementing FLASH • Staff absence • Training new staff
	Using/adapting FLASH for different groups of pupils	• Higher/lower attainers • SEND pupils • Girls/boys
	Others	
Perceived outcomes (positive, neutral, negative)	On pupil outcomes	• Attainment in English/English Lit. • Confidence

		• Motivation • Engagement/enjoyment • Timeliness of feedback received
	On teacher workload	• Time spent on marking/feedback • Time spent on other activities • Timeliness of feedback to pupils
	On teacher practice	• Subject knowledge • New methods/approaches • Impact of training and intervention on practice • Roles and responsibilities
	On wider school	• Implementation across other areas of school – impact
	Others	
Sustainability/scalability	Continuation/expansion of FLASH Marking	• Continued FLASH through trial period • Continuing past evaluation period • Expanding use of FLASH to other subjects/year groups
	Continued use of specific principles linked to intervention	• Metacognitive approaches • Skills-focused • Code marking • Pupil highlighting of work • Reduced use of grades/marks
	Factors affecting sustainability/scalability	• Staffing • Value of intervention • Pupil/teacher perceptions of impact • Engagement of staff/pupils • Other priorities (school, department, teacher)