

Marking evidence review Brief for evaluation teams

May 2015



OVERVIEW

The Education Endowment Foundation (EEF) intends to commission a review of the current evidence on approaches to written marking commonly used in English primary and secondary schools to provide feedback to pupils.

The review will assess the costs (primarily related to time) and benefits of a range of approaches to marking, with a particular focus on pupils from economically disadvantaged backgrounds.

REVIEW PURPOSE

The EEF's focus is on raising attainment and narrowing the gap between children eligible for free school meals and their peers. It is intended that the review will identify the types of marking that are most promising and time-efficient, as well as highlighting those that are not supported by a strong evidence base.

The review will also supplement evidence synthesised in the Sutton Trust-EEF Teaching and Learning Toolkit and help identify areas of promise to support future grant-making and evaluation.

We anticipate the review would include a taxonomy of alternative approaches to marking, and an assessment of: the time investment associated with each approach, the strength of evidence currently supporting this approach, and the likely impact on student learning.

It is expected that the review will provide a commentary on the evidence related to a range of the most common approaches to marking currently employed in English schools, including:

- Triple marking (teacher marks, the pupil responds, and teacher comments)
- Deep marking (one selected piece of work is marked intensively)
- Next day feedback

In addition to reviewing recent, high-quality evidence from the UK and overseas, the review team may wish to conduct some research to identify the most common marking approaches currently in use in English schools. For example, it may be worthwhile to conduct case study work or a survey of marking policies in a range of schools.

CURRENT EVIDENCE

It is anticipated that the review draw on some pieces of research currently synthesised within the "Feedback" section of the Teaching and Learning Toolkit. In addition it is anticipated that the review may include other approaches including written peer feedback.

Information about current marking practices in English schools can be found in the analysis of responses to the Government's "Workload Challenge", available at:

<https://www.gov.uk/government/publications/workload-challenge-analysis-of-teacher-responses>

NEXT STEPS

To submit an expression of interest, please send a document not longer than two pages of A4 to robbie.coleman@eefoundation.org.uk.

Expressions of interest should set out:

- The review team, and their relevant experience (e.g. conducting literature reviews, systematic reviews or case studies)
- A proposed methodological approach
- A budget and time frame for this work

The deadline for expressions of interest is 5pm on Friday May 29th 2015.

It is anticipated that the review will be published in late 2015.