

What is effective practice in the marking of spelling, punctuation and grammar?

by Julia Farrar, Grace Clifford and Clare Jordan

Key Findings

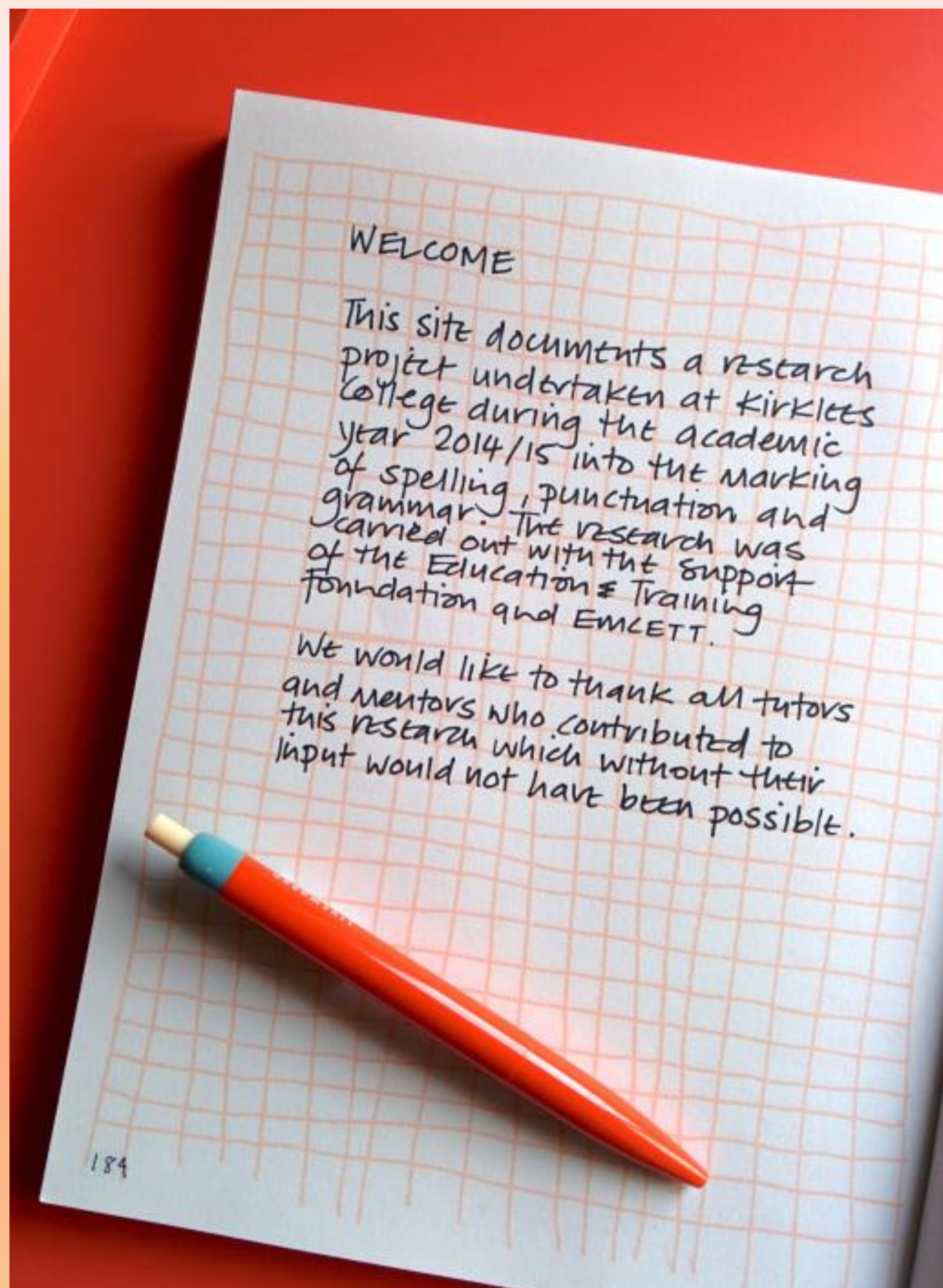
English

The marking toolkit was positively received by staff. It seemed to instigate discussion around the embedding and marking of written work within the curriculum. Having a focus on what to look for within written work seems to have provided clarity and confidence in some staff. It has also offered guidelines as to the amount of errors to correct so they are not overwhelming their students.

However some staff raised concerns because they felt under skilled in this area and anxious about being able to identify errors in the written work.

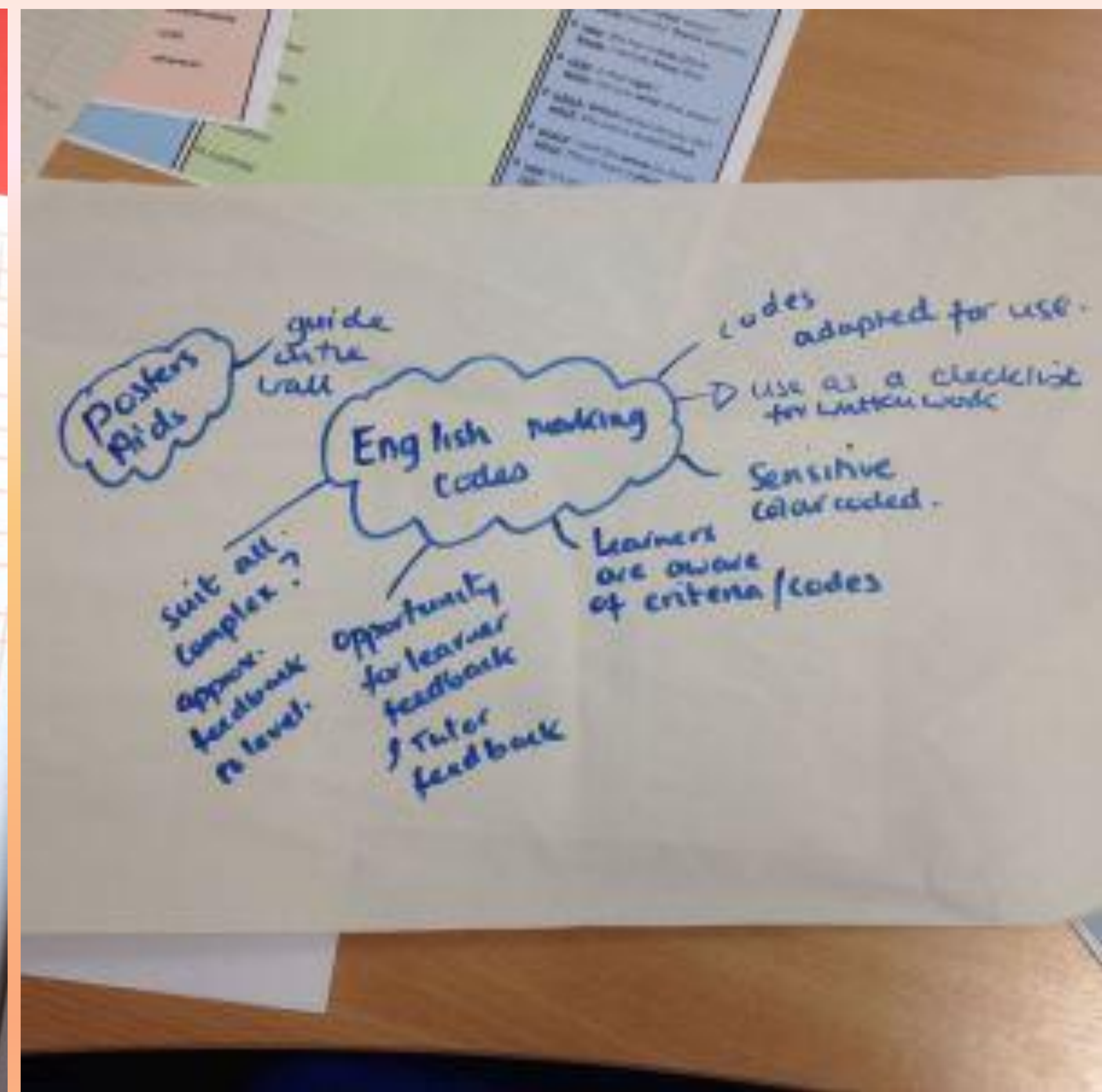
On the whole grammar, was a greater concern than spelling, many feeling it was a 'grey area' that they were not confident in correcting.

Many tutors discussed the importance of a synthesised approach where all specialists played their part.



Maths

The pilot of the maths marking schemes has raised more questions than it has answered. It became clear that staff are not currently marking maths in their vocational classes therefore, a formal marking code is not at present appropriate.



What has changed?

The English marking toolkit is now available to all staff at Kirklees College. Maths place-mats are also available to help staff embed maths in their courses. The maths place-mats will be developed further as part of ongoing research.

Read our
full report



The
Education
& Training
Foundation

