## Example of implementation plan - Flash Marking

### A School’s Guide to Implementation

<table>
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<tr>
<th>Category</th>
<th>Description</th>
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| **PROBLEM** | - Teachers spend too much time on ineffective feedback.  
- Staff workload.  
- Learner behaviours  
  - Ineffective self/peer assessment.  
  - Feedback not developing student metacognition.  
  - Lack of student engagement with feedback.  
  - Feedback demotivating for some students.  
- Attainment  
  - Less than expected progress at KS4 English. |
| **INTERVENTION DESCRIPTION** (what are the active ingredients?) | - **Active ingredient 1** (No grades)  
  Remove grades from day-to-day feedback.  
- **Active ingredient 2** (Codes within lessons)  
  Provide feedback using codes that are skill specific, known as Flash Marking (FM).  
  - FM codes given as success criteria.  
  - FM codes used to analyse model answers.  
- **Active ingredient 3** (Personalisation and planning)  
  Feedback is personalised and used to identify individual areas for development.  
  - FM codes are used to inform future planning/intervention.  
- **Active ingredient 4** (Metacognition)  
  - Targets for improvement are addressed in future work that focus on a similar skill, identified by a FM code.  
  - Students justify where they have met their previous targets by highlighting their work.  
  - Skill areas are interleaved throughout the year to allow students to develop their metacognitive skills. |
| **IMPLEMENTATION ACTIVITIES** | **Training**  
  Three training sessions over two years, attended by two staff (including Head of English). Training is cascaded to other members of the department.  
  - Session 1 - Introduction to the theory and principles. How to embed the codes into existing practice.  
  - Session 2 - Moderation of work. Demonstration videos. Using FM to develop metacognitive skills and inform curriculum planning.  
  - Session 3 - Refresher for any new members of staff. Sharing good practice.  
| **IMPLEMENTATION OUTCOMES** | **Short term**  
  - Fidelity: Staff demonstrate understanding of FM theory and principles.  
  - Removal of grades in day-to-day feedback.  
  - All feedback uses FM codes.  
  - Success criteria and model answers use FM codes.  
  - Some staff able to adapt future planning to address improvements.  
  - Reach: All staff using FM codes in Year 10 lessons. Acceptability: Majority of staff experience a reduction in time spent on marking.  
| **PUPIL OUTCOMES** | **Short term**  
  - Increased student engagement with feedback.  
  - Students engage with codes and are more focussed on skill sets than attainment grades.  
| | **Medium term**  
  - Improved student motivation and metacognition.  
  - More purposeful self and peer assessment.  
  - Greater awareness of required skills.  
| | **Long term**  
  - Increased levels of progress in KS4 English and English Literature.  
  - Increased levels of progress at KS4 English and English Literature for disadvantaged pupils. |

For more information, videos and supporting resources, please visit:  
https://educationendowmentfoundation.org.uk