

Strand 1

Marking and Feedback

1.1 Is marking and feedback up to date and in line with an effective school policy?

Inadequate	Requires Improvement	Good	Outstanding
- Feedback does not consistently comply with school policy. - There are a number of consecutive pages that have no remarks from the teacher. - Too many pages have short responses such as 'well done' or 'see me'. - There are occasional examples of incorrect work being marked correctly. - Marking is not up-to-date. - Not all learners know how well they have done and what they need to do improve their work. - Learners' progress is being inhibited because of the inconsistencies in marking and feedback	- Feedback is mainly compliant with school policy. - Although work is marked regularly the remarks are mostly just responding with remarks of how well they have done, ie, 'I am pleased with the effort you put in', etc. - There is little evidence that the marking links to improvement made or aids future improvement. - Marking tends to be inconsistent across different subjects. - Agreed aspects such as self-assessment and peer assessment have not been sustained for lengthy periods. - Although evidence of effective marking exist, there is a lack of consistency in its application.	- Feedback is compliant with school policy. - Books have been marked regularly. - The marking is consistent across the class. - There is good attention to linking the comments to the initial learning objectives the pupils had. - There is clear indication as to what needs addressing in the future. - Work is marked against the learning objective and success criteria, and focused on learning outcomes. - Feedback to individuals is easy to follow and helpful in relation to improving future work. - Scrutiny of workbooks reveals that work has been accurately assessed. - Assessment information is being used well to inform planning and to focus on future improvement.	- Feedback provides exemplary evidence against school policy. - There is evidence of consistent adherence to a system that is supporting pupils' learning by indicating how they could improve their standard of work. - There are guided opportunities for pupils to improve on an aspect of their learning. - There is substantial evidence that pupils have been given the opportunity to address potential improvements at a later stage. - Written feedback provides excellent information regarding the level the learners are working at. - Written feedback is linked to clear, user-friendly statements, that learners understand.

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1.2

Are responses to pupils' learning helping them make progress by identifying at least one key area for improvement?

Inadequate	Requires Improvement	Good	Outstanding
- There is little or no evidence that marking or feedback is making a difference to the progress being made. - Work is not always appropriately and accurately marked with little evidence of the next stage of learning and/or misconception being identified. - There are several examples of the same mistake being made with little evidence of sustained improvement or response to any remarks made by the teacher. - There is little evidence that learners are being provided with opportunities to reflect on previous learning and learn from it. - Marking lacks focus and does not help the learner.	- The feedback provided does not make it clear how improvement can be achieved. - Written feedback does not always provide helpful comments on how well learners have done and how they can improve their work and make progress towards personal targets. - Despite examples of feedback (in written format) given, there is inconsistent evidence of improvement overall. - Any improvement as a result of feedback is not always sustained for any length of time. - Impact on progress is therefore too often 'short term'. - There is limited evidence of self assessment or peer marking	- Work is appropriately and accurately marked with evidence of the next stage of learning and/or misconception being identified. - Feedback addresses basic skill errors as well as the focus of the objective. - In most cases, there is considered and immediate response from pupils to the feedback received and future work shows that much of this has been sustained. - Due to the fact that the feedback directly relates to the year's objectives it is clear that progress is being made toward the National Standard. - Assessment information is being used well to inform future planning and next stage of learning.	- There is evidence of excellent opportunities being provided for learners to evaluate how they have improved as a result of the feedback provided. - As a result of this feedback there is very positive impact being made on the progress. - The intended improvement can be directly linked to the year objectives. - Where appropriate, peer marking is used most effectively. - Written feedback is linked to clear, user-friendly statements that learners understand. - There is an expectation that younger learners share ideas with talk/writing partners and consequently they share opinion on each others' learning.

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1.3 Are 'barriers to learning' being identified and then used to plan future learning?

Inadequate	Requires Improvement	Good	Outstanding
- There is little evidence of the marking identifying any areas for improvement let alone being diagnostic enough to identify barriers to learning. - Marking does not link to the focus of the learning. - Marking does not help learners know if they have been successful in meeting the objectives set. - There is no evidence that as a result of the previous learning adjustments have been made to any new learning planned or delivered. - There is little evidence that the teacher is making use of the information held about learners' level of attainment when making remarks about work or when planning future learning.	- Although work is marked on a regular basis there is not enough evidence that it is impacting on future learning. - Teachers are not consistent in using data to help assess learners' relative progress. - The lack of challenge in ongoing work is as a result of a failure to identify precisely the next area of learning for individuals. - Targets are too generic and do not help to move on the learning. - There is a lack of awareness of the main trends in the most recent summative assessments and as a result the sequence of intended learning in a set of books does not follow a logic pattern.	- There is evidence that the outcomes of marking are being used to make decisions about future learning. - There is good awareness of each learners' level of attainment and this helps to provide clarity about the next area of learning. - There are good links made about the attainment in reading, writing and mathematics and therefore work across the curriculum is planned with this in mind. - Targets are appropriately linked to the identified barriers to learning for both writing and mathematics. - Teacher subject knowledge is good enough to allow for appropriate diagnosis of a subject.	- It is clear by looking at sequences of work in learners' books that you have made adjustments to your programme of learning to take full account of weaknesses and misconceptions that you have identified in previous work. - The misconceptions or mistakes made are linked directly to the outcomes from year group expectations which helps learners be focused on meeting the national standards. - It is evident that your subject knowledge is excellent and that you are able to provide the right level of support in future work, based on the errors identified in previous learning. - Marking is sharply diagnostic and constructive.

Thursday 2th October 2016 60! To be able to describe your second character.

Queen Diana didn't want anyone to inherit her throne so she banished Prince Saturn to a mansion. Prince Saturn had a brown, thin, hairy beard. His beard was brown like the bark of a tree. His hair was thick and long which went to his shoulders. Saturn's toga was grey and black. He was only inside it had metal. It was painted silver, but the metal was quite heavy. It is eyes from the middle was shiny and will be by practical around in the colour of creamy blond. Prince Saturn's eyebrows were thick and had a light shade of orange. His ears were pointed circle with the bottom of the ear really small. The fingers were long and pointed with sharp nails at the end of each of his fingers. The sandals he wore were ~~very~~ ^{very} red and made of leather. His crown was silver with crystal and green gems on it. ✓

Example of a learner being asked to improve one part of their writing. In this case, it is linked to improving their description.

Queen Diana was very greedy and selfish and didn't want anyone to inherit her beautiful expensive throne so she banished her son Prince Saturn to a huge, wide tall mansion.



quite

Excellent! You have described your second well, using fantastic adjectives.

Next steps:

* Up-level this sentence further. Try and use better adjectives.

* His fingers pointed like a pencil ~~into~~ ^{like} the were ~~rising~~ sharp from each finger.

Year 6 (September) – recounting experience of tackling a 'climbing wall'
An example of the teacher directing a pupil to focus on an area that requires improvement and of the pupil responding to the teacher's request.

There is evidence of opportunities being provided for learners to evaluate how they have improved as a result of the feedback provided.

After I got down I was proud of what I achieved.

Rewrite this final paragraph to add more description of your sense of achievement.

Once I got down I felt extraordinary for what I had just achieved! Now that I had been up once, I wanted to go up again and again. ✓

Non-Chronological Report	Ms	Partner	Teacher
You MUST remember to use:		M.I	
The third person (no - I, you, me, we, us)			
Technical vocabulary - see your plan	✓	✓	✓
The present tense (is, are, has, have)	✓	✓	✓
One or two generalisers (the vast majority, mainly, most, usually, generally)	✓	✓	✓
Connectives to add information eg. additionally, furthermore	✓	✓	✓
Formal connectives - therefore, however, due to, despite, although	✓	✓	✓
Sentence types: one 'de-de' sentence, and one 'what' which/where sentence	✓	✓	✓
Paragraphs	✓	✓	✓

To add / delete rows, click on the table - go to 'Table' - 'Insert / Delete'

→ Improve this paragraph ① It's furthermore the best word to use here? Think about your connectives ② Check your paragraph for commas, especially where you have used a connective ③ Be careful that you don't swap and change your ideas - I will explain this to the class.

Write it out again here - this amazing predator breathes fire and poison ~~poison~~ ^{however} should not go near it. It in contact have will erupt out to any nearby creature or mammal and burn it. Volcanous Nightmarus has very good eyesight and has excellent speed and additionally very aggressive. The Volcanous Nightmare is very deadly; they squirt acid on any creature turning it from the inside. It has a life span of 900 years.

Excellent example of marking leading to an improvement in an identified area within the first draft.

Tuesday 14th October 14 / An extremely engaging report - I can write an engaging report? Was fascinated! Well done Klara

The Whispering Nightmare

The Whispering Nightmare (Volcanous Nightmare) is a reptile and comes from the family Volcania. It was ordered into Carnivorous and is a very rare species. Its species is Nightmare.

It lives on the remote island of Huvassia and nests in a cave buried beneath the side of a volcano 120 years ago. Nightmares nested on the British Isles and died out due to the fact of atomic bombs in world war II. The Most of the Nightmares live in a hot climate so they can incubate their eggs with.

The Whispering Nightmare has generally has molten skin which and lava pulsing in it therefore this enables it to escape bright places. Its scales are armour plated which makes it impervious to most weapons but not pointing out like knives waiting to stab its victim. Nightmares which have retractable claws are extremely dangerous. This dragon is normally 10m big and has a wing span of 30 yards and a coiling long tail.

This amazing predator breathes fire and poison ~~poison~~ ^{however} should not go near it. It in contact have will erupt out to any nearby creature or mammal and burn it. Volcanous Nightmare has very good eyesight and has excellent speed and additionally very aggressive. The Volcanous Nightmare is very deadly; they squirt acid on any creature turning it from the inside. It has a life span of 900 years.

This dragon has no relation ship with humans even though humans

1, 1, 3, 7 ✓

Pa: you have used
the column method.
Jack Marshall

~~Gap task~~ Year 3 - January

How could you check
this answer is correct?

Do it the other way!

- Can you remember the

correct word for that?

- What operation would you

use?

yes its inverse.

X or ÷

Peer assessment used effectively
to engage learners.

Dialogue between learner and
teacher resulting in deeper
thinking and consolidation of
understanding