

...you ever heard
remembered the animals
that everyone should
just as important as
Many animals, like h
war! This is because
were used to small out
imagine many times that
was also many dogs th
have either got shot o
jobs, like sending message
the army could communicate
appreciate animals more.
We achieved
our learning
objectives

Marking, and the time it takes, is a national issue. An amazing 44,000 people responded to the Department of Education's Teacher Workload Review in 2015. This identified marking, planning and data as the three areas that teachers felt took a disproportionate amount of time – often with, they felt, little or no impact on pupil's learning. Three individual publications followed the initial review, with further updates and publications since then. All of the DfE materials can be found at: <https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>.

The Government Review coincided with staff surveys that were being conducted by the leadership team at St Peter's. Our results matched those produced nationally. With the support of our governors we began to examine our practices to see if they were adding unnecessarily to teacher workload. We looked at how we planned and bid for a DfE Workload Challenge grant to review our summative assessment and tracking systems (results of these will be published later this year).

We also looked at why and how we marked and gave children written feedback. This book tells our story and explains the journey we have taken. It is a journey that works for us and has changed how we use assessment in every classroom

in our school. It has drastically reduced the time that teachers spend providing written feedback and how we use our teaching assistants to support children who have not met the learning objective for that lesson. It is the story of change, and impact, at a real school.

But this is our journey – it may not work for everyone. Every school is different and has different staffing structures and staff skills. But we are confident that, by understanding our journey, any SLT or teacher reading this, will be able to reflect on their own written marking feedback strategies, question what they want from them and develop their own, more effective system. This may be identical to ours – or it may not. But we suggest that by sharing our journey it could help influence yours.

*It is the story
of change, and impact,
at a real school.*



Like many schools, St Peter's had wholeheartedly taken on board dialogic, 'learning conversation' marking with our pupils. At the end of most lessons children would write a learning comment – what they felt they'd done well, what they struggled with, what they wanted to do next, and teachers would reply – identifying what they'd achieved and giving children next steps (even if they'd met the learning objective). We fully embraced the 'tickled pink' and 'green for growth' marking technique and had special pens for staff to use to model high quality handwriting.

Parents told us they loved to see the comments their children had written (even if they weren't always an accurate reflection of their learning) and OFSTED commented that marking was a strength of the school. This spurred us on – we started to write even more! This was clearly seen in work scrutinies where SLT and subject leaders looked to see that teachers were corresponding with children on a daily basis.

However, we began to wonder if the massive amount of time teachers spent on written feedback was having the impact on children's learning that we wanted. We couldn't find research or evidence base to show that these written conversations had any impact on pupil progress but we did see that children's comments were not always accurate or, at times, relevant, to the learning they had done, and they did not always respond to the feedback given by staff.

Through work scrutiny and observations we also failed to see a correlation between the amount of written marking in books and the quality of pupils' work or the progress they were making. Sometimes, excessive teacher marking could mask a lack of quality in work or progress for a pupil.

We also found that staff were increasingly spending huge amounts of time marking books – sometimes 120 books a night. Teachers of older pupils, who wrote significantly more, were spending 20 plus hours a week marking. It was not uncommon for teachers to still be marking books ready for the next day at midnight. A staff survey in January 2016 highlighted marking as a particular worry to staff that it was having a negative impact on their work/life balance. This was supported by the Government's Workload Survey in 2014 and the reports into marking, data and planning that followed in 2015.

We had suspicions that the time spent marking may be impacting on the quality of teaching as excessive hours marking books meant that little time could be spent planning lessons that responded to children's learning the previous day.

It was at this point that we decided to review our written marking and feedback in order to ensure that it was always:

Meaningful	Written assessment/feedback must relate clearly to the objectives that children are working on and have direct relevance to their next steps in learning. Children must have a clear understanding of the objective and be given time to respond to any feedback and assessment.
Motivating	Written assessment/feedback must celebrate pupils' attainment and motivate them to improve from their current learning.
Manageable	Written marking was taking teachers an average of 15 hours a week at St Peter's. We believed this is no longer manageable and, because it takes time away from planning lessons, may be having a detrimental impact on the quality of teaching and learning. We want to ensure that children spend longer responding to and acting upon marking than teachers do writing it.

At the start of our review we asked staff to consider the following statements – the bullet points are some of their reflections that, as a staff, agreed:

Why do we mark work?

- To check and assess pupils' responses to learning tasks
- To make decisions about what we/they need to do next
- To acknowledge and value children's efforts

Challenges associated with marking:

- Time
- It is impossible to mark all books for all lessons
- Deciding which books to mark and

- which to 'ignore'
- Pupils cannot read and/ or understand what is written
- Finding time for children to 'respond' to written marking

Our written marking needs to ensure:

- It gives high quality feedback to all pupils
- It supports effective, daily formative assessment
- It is a system that can be monitored and evaluated
- It reduces teachers workload to ensure they have time to plan effective lessons

We wanted a system that maintains the useful outcomes and eliminates the challenges.

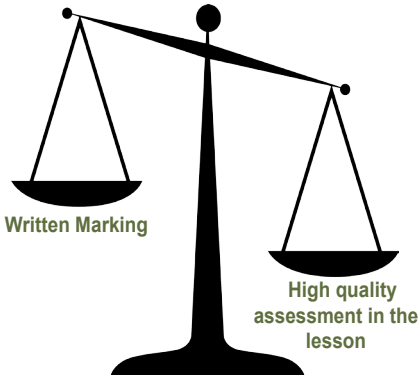
Ofsted Handbook September 2015
“Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. **Marking and feedback should be consistent with that policy**, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.”

“While inspectors will consider how written and oral feedback are used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.”

“If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.”

Getting the balance right – medical v post-mortem!
One of the key things we identified was that marking books after the lesson was, most times, too late to make changes to pupils’ learning. As teachers we know that to be able to act on misconceptions during the lesson, whilst learning was taking place, was much more effective.

We compared this to a doctor carrying out a medical (able to make adjustments and recommendations that had an impact) or carrying out a post-mortem (identifying the cause of death but no opportunity to change the outcome!).



We knew that we had to strike the right balance – we needed to make assessment during the lesson strong so that marking books afterwards was not needed.

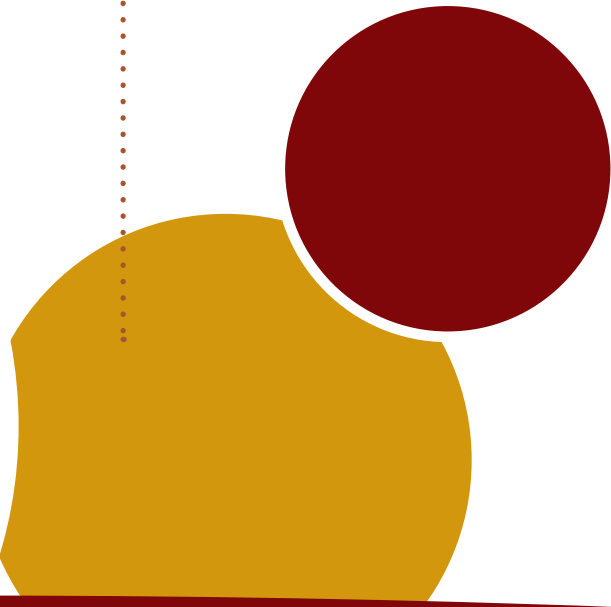
We embarked on sustained, high quality, whole school CPD around assessment for learning using the principles out lined in Standards for Teachers Professional Development (July 2016).

This included:

- One day conference for all school with Professor Dylan Williams
- All staff completed self assessment of strengths and weaknesses around AfL
- Expert Teaching Programme (ETP) for all years groups led by our Assistant Headteacher with a focus on embedding assessment for

- learning into lessons.
 - Staff meetings and INSETs around clarity, learning objectives, success criteria and rubrics.
- We worked with staff to develop a two tier marking and written feedback guidelines as we knew that extended writing would need to marked differently.

AfL	Assessment for Learning
TAs	Teaching assistants
LO	Learning Objective/s
SC	Success Criteria
TAR	Teacher Assessment Record
TAAR	Teaching Assistant Assessment Record
GG/GW	Guided Group or Guided Work – led by a member of staff.
GG/GW	Expert Teaching Programme – our in-house CPD programme (please contact us for more information)



How we assess and mark work – lessons with a clear and concise learning objective (eg. Maths, SPAG, topic)

Our written feedback and marking fits in within the following teaching structure:

Pre Teaching	Whole Class Teaching	Post Teaching
For pupils who may have specific gaps in knowledge or lack confidence to take part in whole class teaching. These lessons, taken by class teachers, focus on core skills, vocabulary and confidence and will enable pupils to fully participate in the whole class teaching.	High quality whole class teaching	Led by TAs, post teaching takes place in the afternoon for children who did not achieve the learning objective in the morning's maths or SPAG lesson

Guided Group:

- Adult working with group marks work with GG/ TA GG (for TAs)
- No need to give written feedback/ marking as children will have received high quality verbal feedback but KS1 may choose to indicate if LO has been met with a stamp.

Independent Work:

- It is important that children have clarity over learning objective(s) as written assessment will be against this/ these. This may be written at start of work, on a sticker etc depending on age of children.
- High quality AfL should be precisely planned into the lesson to give as many opportunities as possible

- for children and adults to assess learning during the lesson.
- As often as possible, children should be given opportunity to self or peer mark their work, or assess it against a Success Criteria or Rubric before being handed in to teachers.
- Children should also be given time to proof read, check and edit their work to change mistakes.
- After the lesson, teachers assess work against learning objective and stamp at end with TARGET MET stamp if the pupil has met the learning objective.
- If the child has not met the learning objective then teachers stamp work with TARGET NOT MET or TARGET PARTIALLY MET stamp and record details on Teacher Assessment

Record. This should include very brief details of what the child needs to do next lesson or during a specific post teaching group to achieve the learning objective.

- The Teacher Assessment Record (TAR) then forms the basis for planning the next day's lessons and determining the activities that children will need to complete in order to achieve the objective.

Teaching Assistants

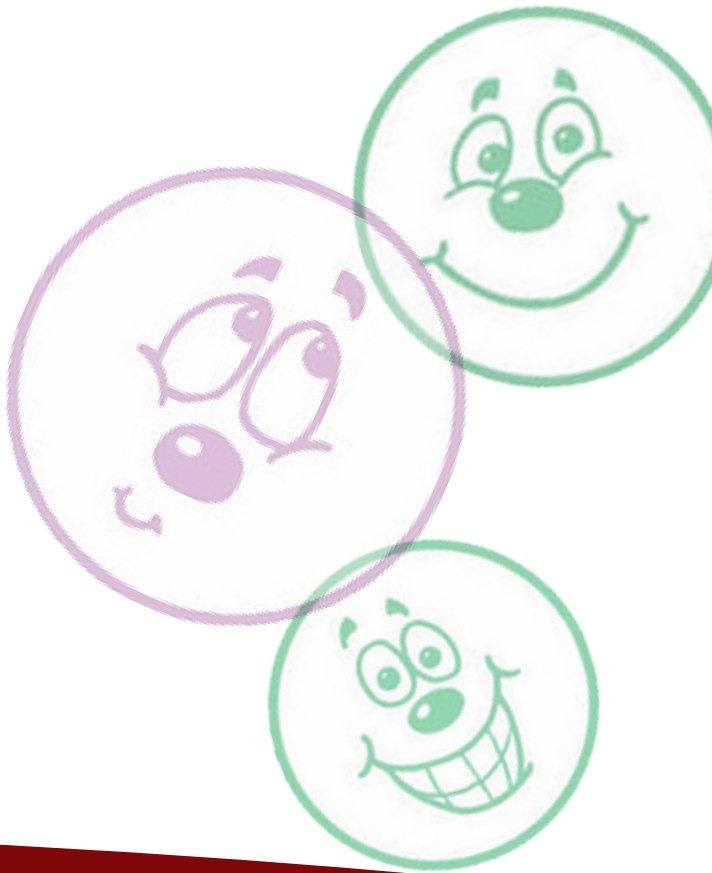
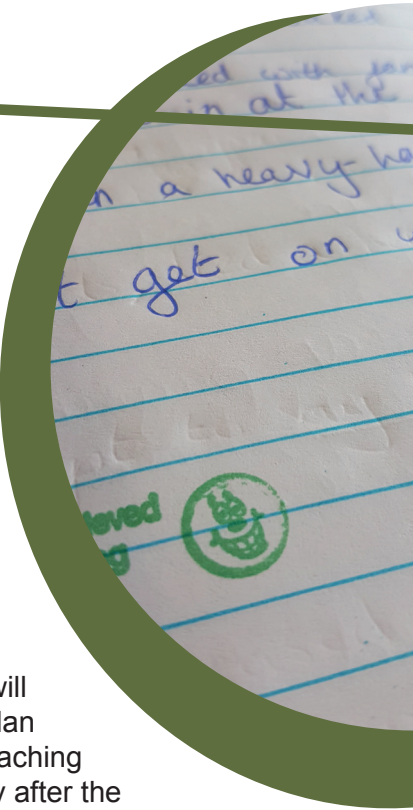
- Mark children's work with TA GG if working with a guided group.
- Like teachers, no requirement to give written feedback for GG as children will receive high quality verbal feedback.
- Whether working with a specific group or supporting children in a different way across the class, TAs complete Teaching Assistant Assessment Records (TAAR) detailing children who have not met the learning objective.
- Teachers will use TAARs to plan their next lesson

Expectations from this assessment process:

- High quality AfL in lessons will mean that teachers have a stronger, more accurate understanding of children's learning so they do not need to complete written marking after lessons.
- TAR and TAARs will be kept with planning as evidence of AfL and impact on learning.
- TAR and TAARs will only highlight

children who have not met LOs.

- Work will have no written comments and just contain GG/ TA GG code and target stamp at the end of the work.
- TARs and TAARs will allow teachers to plan high quality post teaching groups immediately after the lessons in order to gap fill or to inform teaching the next day.



Class:		Week Beginning:	ENGLISH / SPAG / MATHS / TOPIC
Lesson 1 LO:			
		Post teaching outcome / Notes:	
Lesson 2 LO:			
		Post teaching outcome / Notes:	
Lesson 3 LO:			
		Post teaching outcome/ Notes:	
Lesson 4 LO:			
		Post teaching outcome / Notes:	
Lesson 5 LO:			
		Post teaching outcome/ Notes:	

Date:	Class:	Lesson:
Whole Class Teaching Observations:		
LO:		
Guided Group Work (children who did not achieve LO/ next steps):		
LO:		

Teacher Assessment Record (TAR)

Class: Snapdragon	Week Beginning: 09.01.17	ENGLISH/SPAG/ MATHS/TOPIC
Lesson 1 LO:	IALT understand the relationship between factors + multiples	
GG	Post teaching outcome/ Notes:	
Isaac Jake Alex Zach + Freya Ollie S (absent for previous Ibrahim work on factors)		
Lesson 2 LO:	Post teaching outcome/ Notes:	
Isaac - unfinished		
Zach Ollie T Eddie Alex		
Lesson 3 LO:	IALT multiply 1-digit numbers by multiples of 10 and 100	
Extra help on carpet:	Astrid Elsie George	Extra lesson tomorrow
Freya Ollie S Zach Rosie Lola Eddie Alice Libby	Post teaching outcome/ Notes:	
Ibrahim Met Eve Met Ollie T Met Isaac - not yet		
Lesson 4 LO:	IALT multiply 1-digit numbers by multiples of 10 and 100	
GG	Post teaching outcome/ Notes:	
Isaac Alice TAGG Ibrahim Jake Ruby Zach George Freya Lola Ollie T Ollie S		
Lesson 5: LO	IALT use the formal method to multiply two-digit numbers by one-digit numbers.	
Jake x 100 error Zach x tables errors	Post teaching outcome/ Notes:	
Freya George Isaac Sums	NO POST TEACHING	
Libby	- Mr Bishop with Indi	
forgot to x10	x 10 error Lola Reuben Eddie Rosie	

Teacher Assessment Record (TAR) Lesson study (see notes)

Class: Kestrel	Week Beginning: 6/2/17	ENGLISH/ SPAG/ MATHS/TOPIC
Lesson 1 LO:	Finding the whole when only given a fraction. (Bar model)	
Partially Met	Not Met	Post teaching outcome/ Notes:
Callum - amount of qu. Corey - breaking up steps. Harrison E. } workshop Florrie } tomorrow. Harrison A } Ella B.	Finn	
Lesson 2 LO:	11	
Partially Met	Not Met	Post teaching outcome/ Notes:
Corey - practice.	Callum - cant do the ÷ or x. Ella G.	
Lesson 3 LO:	Mixed fractions + whole	
Partially Met	Not Met	Post teaching outcome/ Notes:
Callum Corey		Corey ✓ Callum not secure
Lesson 4 LO:		
Partially Met	Not Met	Post teaching outcome/ Notes:
Lesson 5: LO		
Partially Met	Not Met	Post teaching outcome/ Notes:

TA Assessment Record (TAAR)

Date: 27.9.16	Class: Snapdragons	Lesson: Maths
Whole Class Teaching Observations:		
LO: Round 4 digit numbers to nearest 10's number		
Isaac Zachary ✓ Libby		
Guided Group Work (children who did not achieve LO/ next steps):		
LO:		

$\frac{1}{2}$	0	8	2	=	1	✓	IALT: find half of an amount. 22.02.17		
$\frac{1}{2}$	0	5	4	=	2	✓			
$\frac{1}{2}$	0	5	0	=					
$\frac{1}{2}$	0	4	10	=	2	✓			
$\frac{1}{2}$	0	2	1	2	=	11			
$\frac{1}{2}$	0	2	1	4	=	13			
$\frac{1}{2}$	0	5	1	0	=	12	You're working towards your learning objective. 		
$\frac{1}{2}$	0	5	18	=	12				
$\frac{1}{2}$	0	7	20	=	11				

IALT: arrange
base in order
10.1.17

17	18	19	
17	15	16	
13	15	14	
11	12	13	

20 20

You've not yet achieved your learning objective.

19 OCT 2016

T/GG

16	-	1	=	5
3	-	1	=	5
5	-	2	=	2
3	-	2	=	6
4	-	1	=	2
4	-	2	=	5

You're working towards your learning objective.

1.2.17 L.O: I am learning to write sentences using an exclamation mark.

(Supply)

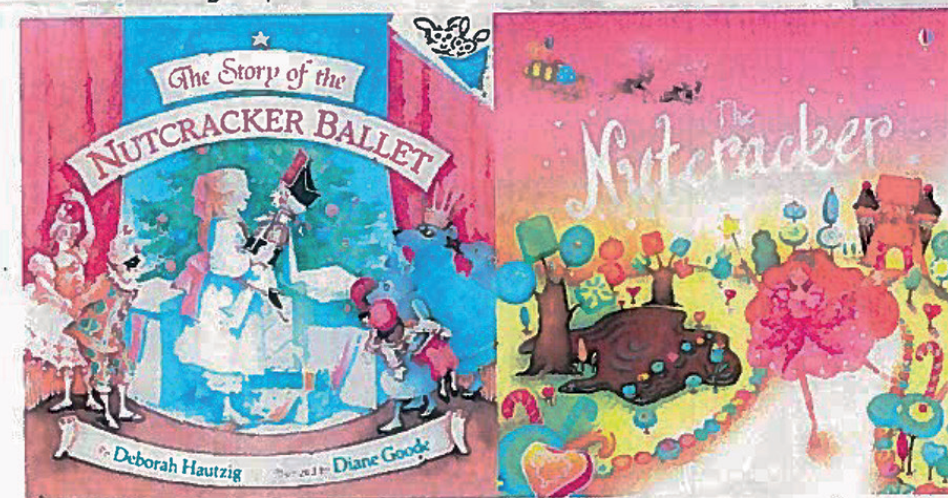


His feet go SEOMP!
 His toes go CRUNCH!
 His feet go SEOMP!
 His claws go SCRAP!
 His tail goes SWISH
 you can hear a big
 roar! His teeth go SNAP!
 His feet go CRASH!
 His tail goes SWISH!

You've achieved
your learning
objective.

Date: 10.11.16 T/I

L.O: I am learning to punctuate a sentence using a question mark.



What?

When?

Why?

Where?

Who?

How?

HOW did she get here?
 Where did you get
 come from?
 When did you come
 from? Why are you
 here in the room in the
 WHY? Where did you
 come from?

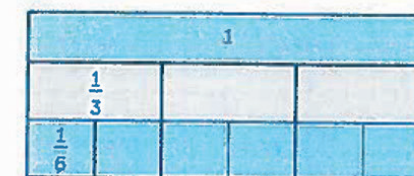
You're working
towards your
learning objective.



seventeen January 2017 I raises up. I was having
 up down the steep cliffs. I was
 not so I stomped hard
 I walked slowly to the stream
 I walked pushed with the oil
 when I looked at it I was
 when I looked at it I was
 I pushed the door
 I pushed with the
 I was looking for
 I was looking for

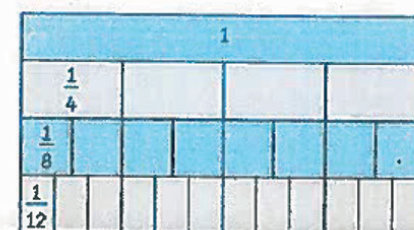


IALT use diagrams to recognise and show equivalent fractions 20.01.17
 Task one - use the diagrams to fill in the blanks



(i) $1 = \frac{3}{3}$ ✓

(ii) $\frac{2}{3} = \frac{4}{6}$ ✓



(i) $1 = \frac{4}{4}$ ✓

(ii) $\frac{2}{4} = \frac{4}{8}$ ✓

(iii) $\frac{2}{4} = \frac{6}{12}$ ✓

Task two - shade the bars to find and label the missing numerators or denominators



$\frac{1}{3} = \frac{2}{6}$ ✓



$\frac{1}{5} = \frac{2}{10}$ ✓



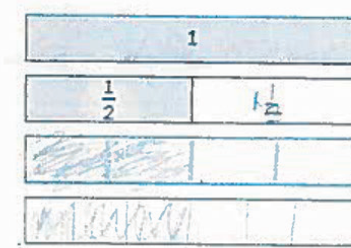
$\frac{2}{3} = \frac{4}{6}$



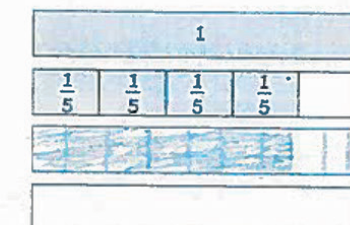
$\frac{2}{5} = \frac{4}{10}$



Task three - divide and shade the bars to show the equivalent fractions then fill in the blanks



$\frac{1}{2} = \frac{2}{4} = \frac{3}{6}$



$\frac{4}{5} = \frac{8}{10} = \frac{12}{15} = \frac{16}{20}$

Test 1

(M)

- 1 Tick the two sentences that are correctly punctuated:

- ☒ All of the children's toys are in the bedroom.
☒ All of the childrens' toys are in the bedroom.
☒ My three son's toys are in their bedroom.
☒ My three sons' toys are in their bedroom.

20 1 P
1 mark

- 2 Tick all the boxes that show where commas should be inserted:

The children ⁽¹⁾ all ⁽²⁾ three of them ⁽³⁾ are ⁽⁴⁾ very badly behaved.

40 2 P
1 mark

- 3 Write words and phrases from this sentence in the table below:

My oldest son Bailey will be appearing in the school concert.

part of sentence	word or phrase
subject noun phrase	Bailey will be appearing
verb phrase	appearing
object noun phrase	appearing in the school concert

0 3 G
2 marks

- 4 Insert another verb in the gap in this sentence:

She has been feeling sick but now she was feeling much better.

0 4 G
1 mark

- 5 Draw lines to match the sentence beginnings to their correct endings:

- The cat sat on the mat unless he had a nice new cat basket.
The cat sat on the mat although the dog was there before him.
The cat sat on the mat and therefore he could be nearer the fire.
The cat sat on the mat in order that didn't notice how cold the floor was.

1 5 G
2 marks

- 6 Write determiners in the gaps in this sentence:

In the distance I spied a elderly dog. As I drew closer, I saw that pool dog was limping.

0 6 G
1 mark

- 7 Cross out the incorrect homophone in each of these sentences:

- (a) You need a lot of practice / practise to get this right.
(b) Let me give you some good advice / advise.

You've not yet achieved your learning objective.

0 7 V
2 marks

0 / 10

Handwritten calculations on grid paper:

27.0216

178 ✓ 399

5890 2798

5 ↓ 1 6 ↓ 1

391 191

35 ↓ 18 ↓

040 018

085 ✓ 25925 ✓

11935 0 ↓ 1

0 ↓ 1 0 ↓ 1

88 ↓ 175

055 175

000

067 ✓ 14291

12678 0 ↓ 1

0 ↓ 1 29 ↓

671 28 ↓

60 ↓ 011

078 0

72 11

06

0173.0 X 42500.000 X

132250.000 0 ↓ 1

0 ↓ 1 0 ↓ 1

2 ↓ 1 42 ↓ 1

13 ↓ 088

095 84 ↓ 1

91 ↓ 0400

048 378 ↓ 1

39 ↓ 0220

0100 210

91 ↓ 010

90

Wednesday 2nd November 2016

IALT: Punctuate speech.

1. "You have saved our lives," Hothgar said gratefully. ✓
2. "I will fight him with my bare hands!" Beowulf announced. ✓
3. "Thank you for coming," whispered the coastguard.
4. "How many people has he slaughtered?" asked Beowulf. ✓
5. "I will demolish Heorot!" the monster followed. ✓

x5 Heorot

Heorot Heorot Heorot
Heorot Heorot

You've achieved
your learning
objective.



Thursday 5th January 2017

IALT recognise the difference between direct and indirect speech.

Task One

For each sentence, decide whether it is direct or indirect speech.

Example: A) Direct speech

- A) "What are you going to call it?" asked Lalchand.
- B) He explained, "We'll put them into the New Year Festival display."
- C) Lila asked him what would happen if she used flowers of salt.
- D) "I've never heard of thunder-grains," Lila responded quizzically.
- E) Lalchand explained that she would blow the whole city up.
- F) He was told by the King to look after the White Elephant.
- G) Lalchand laughed, "You don't imagine you can stay here forever, do you?"
- H) She was disappointed when he told her that her hair was a mess.

A. direct speech ✓

B. direct speech ✓

C. indirect speech ✓

D. direct speech ✓

E. indirect speech ✓

F. indirect speech ✓

G. direct speech ✓

H. indirect speech ✓

You've achieved
your learning
objective.



14 3 2 0 1 7

① $\frac{3}{7}$ $\frac{3}{7}$ $\frac{3}{7} + \frac{3}{7} = \frac{6}{7}$ $? = \frac{6}{7}$ ✓

② $\frac{2}{5}$ $\frac{4}{5}$ $\frac{4}{5} - \frac{2}{5} = \frac{2}{5}$ $? = \frac{2}{5}$ ✓

③ $\frac{5}{12}$ $\frac{7}{12}$ $\frac{7}{12} - \frac{5}{12} = \frac{2}{12}$ $? = \frac{2}{12}$ ✓

④ $\frac{5}{9}$ $\frac{2}{9}$ $\frac{5}{9} - \frac{2}{9} = \frac{3}{9}$ $? = \frac{3}{9}$ ✓

⑤ $\frac{8}{9}$ $\frac{5}{9}$ $\frac{8}{9} - \frac{5}{9} = \frac{3}{9}$ $? = \frac{3}{9}$ ✓

⑥ $\frac{9}{10}$ $\frac{4}{10}$ $\frac{9}{10} - \frac{4}{10} = \frac{5}{10}$ $? = \frac{5}{10}$ ✓

⑦ $\frac{5}{6}$ $\frac{5}{6}$ $\frac{5}{6} + \frac{5}{6} = \frac{10}{6}$ $? = \frac{10}{6}$ ✓

⑧

for enriched
your learning
objective

We recognise that extended writing requires a different marking system:

- Before children start to write, they have a very clear understanding of expectations and assessment criteria. This could be shared through Success Criteria or a Rubric. Clarity over outcomes is essential.
- Teachers will not write next steps at the end of the piece, but will indicate these on the SC or rubric using green pen. Objectives or criteria that the children have met should be indicated in pink. Teachers may choose to identify high quality aspects of the writing by underlining it in pink.
- Children must be given time to develop their own editing skills. Before teachers mark work, it should have had several opportunities to be peer and self marked and edited. We recognise that these are often challenging skills for children to develop.

It is important that staff are clear about the difference between mistakes and misconceptions. Generally speaking, mistakes (i.e something that a child can do but has just made a mistake in this instance for example forgetting a single capital letter), should just be corrected with a green pen.

Misconceptions (i.e. a child does not understand the concept or skill) should be addressed through assessment as the pupil will need an opportunity to learn the concept through further targeted teaching.

During the year there have been many opportunities to monitor

the impact of our new written marking and feedback structures – and have provided staff with support and training as needed. This monitoring has led to tweaks and changes to get to the system we currently have. Monitoring we have undertaken includes:

- Regular anonymous staff surveys.
- Pupil voice – interviewing groups and individual children
- Regular ‘check ins’ looking at books and TAR/ TAARs to check compliance and effectiveness.
- Review by our school improvement partner.

Impact.

- Staff are assessing pupils’ learning with much greater accuracy during the lesson with increasing AfL skills
- Teachers are immediately identifying which children have not met the learning objective and these children receive ‘post teaching’ during the afternoon so they ‘catch up’ with the rest of the class. More children are ‘kept in the pen’ – pupil progress appears to be improved.
- Teachers have time to carefully plan lessons for the following day which build upon their achievements of the previous day and move their learning

on at the right level. The quality of teaching is being supported and improved as teachers have the time to plan expert lessons.

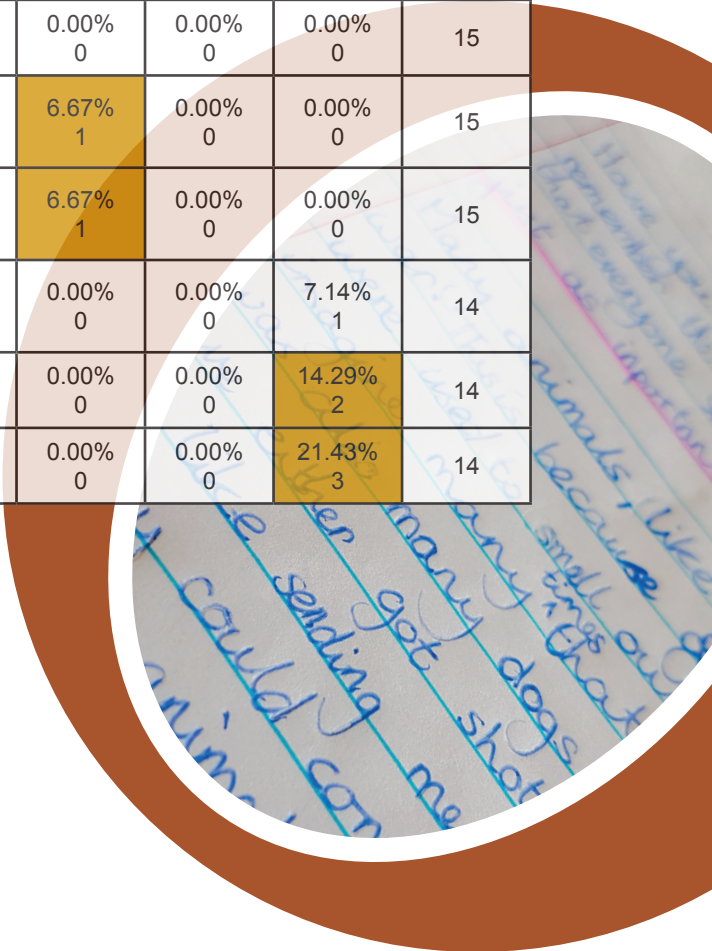
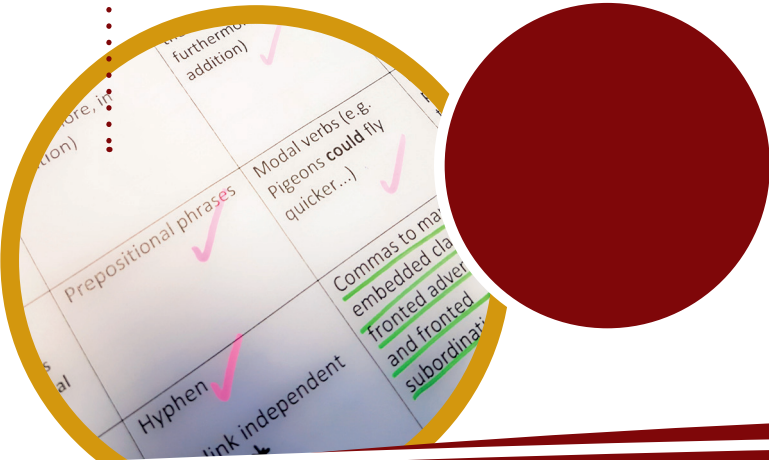
- Staff are examining the clarity of their learning objectives and lessons as we are assessing much more tightly against them.
- Staff are really examining why children who have not met the LO haven’t achieved it. They have a stronger understanding of what

children need to do next.

- In work scrutiny, SLT are focusing much more on quality of work and pupil progress, rather than the quality and quantity of written feedback.
- It is taking less than 20 minutes to ‘mark’ a set of stamped books and has substantially reduced the marking time for extended writing.

Results from staff survey 8 weeks after using this marking system:

	Strongly agree	Agree	Disagree	Strongly disagree	(no label)	Total
Our new marking guidelines have reduced the time it takes to mark books.	80.00% 12	20.00% 3	0.00% 0	0.00% 0	0.00% 0	15
New marking guidelines mean I use formative assessment in lessons more.	40.00% 6	60.00% 9	0.00% 0	0.00% 0	0.00% 0	15
New marking guidelines mean that I have a better understanding of what pupils need to do next in their learning.	46.67% 7	46.67% 7	6.67% 1	0.00% 0	0.00% 0	15
New marking guidelines mean that pupils who have not met the LO get immediate intervention.	40.00% 6	53.33% 8	6.67% 1	0.00% 0	0.00% 0	15
New marking guidelines mean that I can spend more time planning the next lesson.	71.43% 10	21.43% 3	0.00% 0	0.00% 0	7.14% 1	14
The new marking guidelines are having a positive impact on pupil learning.	57.14% 8	28.57% 4	0.00% 0	0.00% 0	14.29% 2	14
Pupils in my class understand the way we are now marking.	42.86% 6	35.71% 5	0.00% 0	0.00% 0	21.43% 3	14



Results from staff survey 7 months after introduction of the written marking procedures:

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
<i>Our new marking guidelines have reduced the time it takes to mark books.</i>	80.00%	20.00%	0.00%	0.00%
<i>New marking guidelines mean I use formative assessment in lessons more.</i>	80.00%	20.00%	0.00%	0.00%
<i>New marking guidelines mean that I have a better understanding of what pupils need to do next in their learning.</i>	60.00%	40.00%	0.00%	0.00%
<i>New marking guidelines mean that pupils who have not met the LO get immediate intervention.</i>	60.00%	40.00%	0.00%	0.00%
<i>New marking guidelines mean that I can spend more time planning the next lesson.</i>	80.00%	20.00%	0.00%	0.00%
<i>The new marking guidelines are having a positive impact on pupil learning.</i>	70.00%	30.00%	0.00%	0.00%
<i>Pupils in my class understand the way we are now marking.</i>	90.00%	10.00%	0.00%	0.00%
	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
<i>I am clear about how we are marking extended pieces of writing.</i>	60.00%	40.00%	0.00%	0.00%
<i>Using success criteria to mark extended pieces of writing has reduced the time I spend marking.</i>	60.00%	30.00%	0.00%	0.00%
<i>Using rubrics to mark extended pieces of writing has reduced the time I spend marking</i>	25.00%	25.00%	25.00%	0.00%
<i>Using success criteria is supporting children's learning.</i>	80.00%	10.00%	0.00%	0.00%
<i>New marking guidelines mean that I can spend more time planning the next lesson.</i>	50.00%	12.50%	12.50%	0.00%
<i>The new marking guidelines are having a positive impact on pupil learning.</i>	60.00%	30.00%	0.00%	0.00%
<i>I am confident in writing and using success criteria to assess and mark extended writing.</i>	60.00%	30.00%	10.00%	0.00%

Class Teacher Comments:

The stamps are fantastic! I don't feel like I use the "You have not yet met your objective" stamp very much. This is because children are always getting at least some of their work right (if it is pitched correctly) and therefore they are "working towards" their target.

It is clear that the rubrics are a more effectively way to provide focused feedback to children in longer pieces of writing. When the rubrics are shared with children before beginning a piece of writing, they are able to use the rubric to develop their content without having to constantly need clarification from a teacher. This has enabled me to be able to run more focused guided writing sessions that address specific targets in writing for individual children and has improved their ability to edit independently when not having that 1:1 input. The quality of work received before first check in has improved and it has put children in control of their own learning.

Children now instinctively re-read and check their work. They want to stretch themselves further to add in bits if they are unable to tick parts of the success criteria off. It's lovely to see children of all abilities enjoy marking their own work.

The TAARs also give a clear focus for when TAs are working with a group and ensures they are clear about what they are marking.

Children have responded really positively to our new approach.

For SPAG sessions, this is a useful tool and helps children understand more easily when they have mastered an area that they should be able to now apply in their writing. Often, the most useful purpose of TARs is to inform the planning for the next session.

The use of TAs to conduct 'Post Teaching' in KS1 has made a massive impact on pupil's understanding. Previous to this I would have tried to catch these children in the afternoon, whilst teaching a non-core subject and juggling 30 children on my own!

Pupil comments:

"Less time writing comments in our books mean that we spend more time learning."

Post teaching "I went with Mr Bishop and cracked it! It's good to catch up the same day."

"It's really clear what the stamps mean – green means you've completely got it, orange means you're a bit wobbly and orange means you've got a bit of learning to do. But then you get post-teaching so you get there."

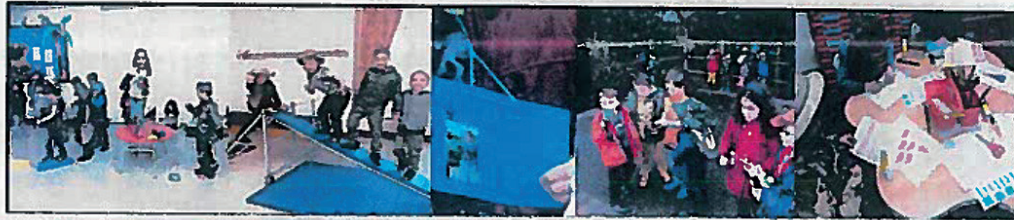
'Rubrics are much better than teachers writing lots in you books – they're really clear and you know exactly what you have to do next. They are much more precise than when teachers write comments.'

LO: I am learning to write sentences in the form of a recount.

12 JAN 2017



Me	✓	✓	✓	✓					
Success Criteria	Finger spaces	Full stops	ABC Capital letters	Read it again	first	then	after that	finally	
Teacher	✓	✓	✓	✓	✓	✓	✓	✓	✓



Dinosaur walk
 day
 First we did
 - going to be
 a dinosaur in white
 noise we climbed
 over the
 mountain. Then
 my -ow-jes! After
 that we had
 a hot lunch.
 Finally we went
 home after.

Description of Snorgh's house success steps

Teacher		Me
✓	Capital letter at the start of a sentence with a full stop at the end (Snorgh)	✓
✓	Expanded noun phrases	x
✓	Use different conjunctions to extend my sentence <i>and, but, so, or, because, when, if</i>	✓
x	Commas in a list	x



The Snorgh house is dusty, old, and rusty. It is small because it was built like that. It is cold inside the old and rusty house. It is very sabby, and wet, and uncomfortable. If the old house gets more rusty it will collapse.

You've achieved your learning objective



I

2.16

I

Instructions 		
Teacher	Success Steps	Me
✓	Title <u>How to look after a penguin egg</u>	✓
✓	Time connectives <u>First, Next, Then, After that, Finally</u>	✓
✓	Bossy verbs (imperative verbs)	✗
✓	Bullet points	
✓	New line for each step	✓
	Adverbs to tell you <u>how</u> <u>gently, carefully, smoothly</u>	✗

How to look after a egg.

1. First place the egg gently on your feet but make sure it doesn't roll off your feet.

2. Next place it under your tummy if it rolls on the ice it will crack and the chick could freeze in seconds.

3. After that hand it over. Make sure it doesn't go on the ice because it could be cold.

Context:	Battle Scene Narrative (Action)			
	Getting started 	On the way 	Expert 	Challenge 
Verbs	I have used verbs in my writing to show the character's movement. (hit, looked, ran)	I have used a variety of verbs in my writing to show the character's different movements. (looked, glared, gazed)	I have used a range of powerful verbs in my writing to build an image of how the character is moving. (collided, swiped, inspected)	
Expanded noun phrases	I have expanded some of my noun phrases using adjectives to describe the noun. (his shiny helmet)	I have expanded my noun phrases before and after the noun, using adjectives and prepositional phrases. (the shiny helmet upon his head)	I have expanded my noun phrases before and after the noun, using adjectives, prepositional phrases and 'with'. (his shiny helmet with golden embellishments)	I have thought carefully about my expanded noun phrases, using adjectives and prepositional phrases for effect.
Fronted adverbials	I have used fronted adverbials for where, when and how without commas. (At midnight Grendel burst through the iron doors.)	I have used fronted adverbials for where, when and how. I have used commas after my fronted adverbials. (At midnight, Grendel burst through the iron doors.)	I have used a variety of fronted adverbials for where, when and how in my writing. I have used commas after my fronted adverbials. (As midnight arrived, Grendel burst through the iron doors.)	
Sentence Structure	I have used simple sentences, punctuated correctly. (Beowulf leapt confidently at Grendel.)	I have used simple and compound sentences punctuated correctly. (Beowulf leapt confidently at Grendel clutched him with two hands.)	I have used simple and compound sentences punctuated correctly. I have used as, whilst and when to create complex sentences. (As Beowulf leapt confidently at Grendel, he captured him with his bare hands.)	I have varied the position of the conjunctions in my complex sentences.
Vocabulary	In my noun phrases, I have used simple adjectives. (shiny, strong, kind)	In my noun phrases, I have used powerful adjectives. (fierce, ambitious, powerful)	In my noun phrases, I have used a thesaurus to select appropriate synonyms for simple adjectives. (muscular, courageous, fearless)	

Context:	Character and Setting Descriptions			
	Getting started 	On the way 	Expert 	Challenge 
Vocabulary (verbs)	I have used simple verbs.	I have used a range of powerful verbs.	I have used a range of powerful verbs in both my character and setting descriptions.	
Vocabulary (adjectives)	I have used simple adjectives to describe the character and setting.	I have used a range of powerful adjectives to describe the character and setting.	I have used a range of powerful adjectives. I have expanded my noun phrases before and after the nouns.	
Sentence Structure	I have used simple sentences. They are punctuated correctly.	I have used simple and compound sentences. They are punctuated correctly.	I have used simple and compound sentences. They are punctuated correctly. I have used subordinating conjunctions to create complex sentences.	I have varied the position of the conjunctions in my complex sentences.
Speech	I have used direct speech which is usually punctuated correctly.	I have used direct speech which is consistently punctuated correctly.	I have used direct speech which is consistently punctuated correctly. I have varied the position of the reporting clause.	I have used split speech which is punctuated correctly.
Fronted Adverbials	I have used fronted adverbials for either when, where or how.	I have used fronted adverbials for when, where and how. I have usually punctuated them with commas.	I have used fronted adverbials for when, where and how. I have consistently punctuated them with commas.	I have used a range of different fronted adverbials for when, where and how. I have consistently punctuated them with commas.
Paragraphs	I have described the character and the setting separately. I have organised my descriptions into separate paragraphs.	I have described the character and the setting separately. I have linked each paragraph to the previous one.	I have linked each paragraph to the previous one. I have made links between my character and setting descriptions.	

Missing Image

Contect: Apollo 11 Mission