

Original: September 2022
Review 1: November 2022
Review 2: November 2023

Marking and Whole Class Feedback

At the end of each lesson, the Teacher will highlight LGs to show achievement:

- **Pink** - not achieved
- **Orange/Yellow** - partially achieved
- **Green** - achieved

During **live marking**, the Teacher will use **blue** highlighter to indicate verbal feedback and support given during lessons. Verbal feedback should be written/indicated with a “verbal feedback” stamp.

Where marking takes place without the child, target/corrections should be written next to a dash of **blue** highlighting and the response marked with a purple star stamp.

Underline positives in **green**.

Underline spelling errors or misconceptions in **pink**.

Year 5 and 6 - Underline incorrect word choice or unusual syntax in **yellow/orange**.

Self-Assessment

Children should self-assess (SA) their work at the end of the lesson. Children should write “SA” in the margin next to where their work finished for that lesson and then colour a circle of red, orange or green crayon to represent how they feel about their learning.

Editing

To ensure children in Year 5 and 6 have ownership of their writing, they will edit and improve their work using school-issues purple biro pen. Children will write their piece of work and then will reread and edit their work before it is marked by their teacher. Children will look for spelling errors, grammatical issues, missing punctuation in the first instance and then will review their word choice. Children will write their new word neatly above their original and add in the missing punctuation.

Whole Class Feedback:

Whole Class Feedback (WCF) will be used to assess an extended piece of writing or a plan for an extended piece of writing or when the Teacher feels the class:

- have misunderstood a task
- have misconceptions that need to be addressed.

Sections on WCF Proforma:

What went well

Individual/groups of children who have done some amazing work, either met the LG or used impressive vocabulary

Presentation

Errors with presentation - underlining, not writing from the margin etc

SPAG

Recurring/common spelling errors, spelling patterns, common exception words etc

Misconceptions

Group errors in understanding, these can be addressed

Incomplete/Missing work

Those children who have not finished/were absent/need to finish work

Consolidation

What issues/errors will be addressed in the next lesson(s)

Not all errors will be able to be corrected immediately. E.g. if tenses are an issue for some and have been planned in for the next half term then it will be addressed then

Challenge

An activity/opportunity to extend learning of those children who achieved LG or who do not need to consolidate skill that others do

Issues addressed

What has been addressed since the last WCF was done

Spellings

Common spelling errors or misconceptions will be noticed on the WCF sheet.

Spelling errors which are specific to the child will be highlighted, marked with “sp” and corrected in the English book. If the spelling is a “non-negotiable” spelling, or a known word, Teachers can identify the spelling with “sp” in the margin only. If the spelling is unfamiliar, perhaps a word related to Learning Challenge or Science, then the Teacher should write the correct spelling of the word for the child to practise. Spellings are to be written correctly 3 times and checked. This is shown by the use of the purple star stamp.

All classes should display the St Laurence Non-Negotiable Spellings. Word banks and resources should be readily available to be used by the children.

Handwriting

Teachers should ensure they are modelling good handwriting, whether this is printed or cursive, in all exercise books. If a child has made errors in letter formation, these should be written for the child to practise 3 times. As with spellings, this should be checked and then stamped with the purple star stamp.

If spellings or letters have been practised incorrectly, they should be done again.

Positives

When marking work, highlight exceptional vocabulary/correct use of grammar etc.

Highlight correct use of different writing features as set out in text type breakdowns.

Use stickers/stamps to celebrate work.

Write brief positive comments with stickers or award house points.

Errors

When marking work, highlight errors or incorrect answers.

If work has a lot of errors and a child has not understood the learning, teachers may write "T2T" at the end of the work to notify the child that they need to talk to the teacher about their learning.

Teachers may make brief comments about presentation/redoing sections of work if appropriate.

Immediate Response

Plan activities to address the "immediate response" issues

These will be addressed under the title "Response to Whole Class Feedback" in books.

Teacher WCF

Identify groups of children/specific children

Make a copy of the master document in Google drive and, when completed, save into your class folder in English assessment info.

Copy the completed sheet and edit it so it's suitable for children.

Children WCF

Do not include names of children!

These WCF sheets must be displayed in the classroom. This could be on the working wall or somewhere else the children can see it. The children must know where the sheet is.

Assessment Sheets

The Writing Assessment sheets for each class need to be updated at least once a half term. These use the DDAT writing statements. Teachers may want to consider updating these grids after each extended write has been completed as this may be beneficial in terms of workload.

Our assessment must be rigorous and valid and provide a true reflection of the child's attainment.