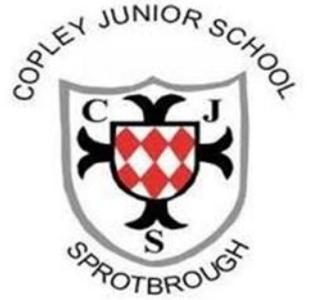


MARKING AND FEEDBACK AT COPLEY





ASSESSMENT

To reflect national expectations, when assessing pupils we use the statements:

Working towards the Expected Standard

Working at the Expected Standard

Working at Greater Depth

- Our bespoke assessment models for reading, writing and maths are available on the school website
- Our bespoke assessment model for science is in line with the DfE exemplification standards, is tailored to our school delivery of science and underpins progression through Key Stage 2
- Our bespoke assessment models for grammar, computing, history, geography, modern foreign languages and P.E. underpin progression through Key Stage 2

WHAT IS MARKING AND FEEDBACK? DISCUSS

150.118

To solve problems involving multiplication and division by 10, 100 and 1000.

Further Extension - Reasoning and Problem Solving

- A 5p coin has a thickness of 1.7mm. Ahmed makes a tower of 5p coins worth 50p. Write down the calculations you would use to find the height of the tower.
- Rosie has £300 in her bank account. Louis has 100 times more than Rosie in his bank account. How much more money does Louis have than Rosie?
- Emily has £1020 in her bank account and Philip has £120 in his bank account. Emily says, 'I have ten times more money than you.' Is Emily correct? Explain your reasoning.
- Jack is thinking of a 3-digit number. When he multiplies his number by 100, the ten thousands and hundreds digit are the same. The sum of the digits is 10. What number could Jack be thinking of?
- David has £357,000 in his bank. He divides the amount by 1,000 and takes that much money out of the bank. Using the money he has taken out he spends £269 on furniture for his new house. How much money does David have left from the money he took out?
- Apples weigh about 160g each. How many apples would you expect to get in a 2kg bag? Explain your reasoning.

a) 5p x 10 = 50p
7mm x 10 = 70mm or 7cm
His tower is 70mm tall.

b) Rosie £300
Louis = £300 x 100 = 30000
30000 - 3000 = 29700 (I could do this mentally).
Louis has £29700 more than Rosie.

c) Emily £1020
Philip £120
Emily is incorrect.
£120 x 10 = 1200
1020 ÷ 10 = 102.00

12 712
172
1424
+ 49840
71200
11
122464 ✓

This doesn't work.

Learning Objective: To use descriptive language to create imagery

	Self	Peer	Teacher
Success Criteria	✓	MV	
Simile	✓	✓	✓
Powerful verbs	✓	✓	✓
Expanded noun phrase at the beginning of the sentence			✓
Relative clause	✓	✓	✓
Description of atmosphere	✓	✓	✓
Commas to mark clauses	✓	✓	✓
Challenge: How does the alien react towards the witnesses? Try and convey this without saying he was angry etc. E.g. He roared furiously in their direction.	✓	✓	✓

As poor, helpless Rhodopsis sat peacefully under the powerful, mighty sun, her glowing, golden hair ^{was dyed into golden braids} drifted in the breezy air. Looking at the exquisite view of the sky and horizon line, she quietly wondered about the tedious day ahead. Several questions (about the day) filled her mind as she sang so an incredibly quiet song.

140r9 560 ÷ 4 = 140r9 Can you see your mistake?
4560
123 615 ÷ 5 = 123 ✓ I didn't need a remainder
5615

LO: To edit and improve writing.

Great work! (1hp)

Year 5
Working Towards
<ul style="list-style-type: none"> Use paragraphs to organise ideas. Begin to write for a wide range of audience and purposes, choosing appropriate grammar and vocabulary. Indicate degree of possibility using adverbs (perhaps, maybe) and a range of modal verbs (might, should, will). Link ideas across paragraphs using a variety of main (start, place) and other (secondly, finally) words. Begin to use connectives to mark clauses and phrases, clarifying meaning and making paragraphs cohesive. Write legibly. Spell most of the Year 5 & 6 spelling correctly.
Age Expected
<ul style="list-style-type: none"> Start to use relative clauses starting with who, whom, whose, which, or an omitted relative pronoun. (N/A) In narrative, begin to effectively describe settings, characters and strengthen. Begin to integrate dialogue to convey character and advance the action. Use a variety of co-ordinating and many effective subordinating conjunctions. (A5) Use some devices to build cohesion within and across sentences and paragraphs (eg: that, after that, this, thereby). Write less content to mark clauses and phrases. Use the conjunctive adverb (therefore) to signal reasoning. Use expanded noun phrases to convey information precisely. Spell most of the Year 5 & 6 spelling correctly.
Greater Depth
<ul style="list-style-type: none"> Begin to use commas, dashes and brackets to include parentheses: 'You can't do that!' contributes to cohesion. Use some relative clauses starting with who, which, whom, whose, that, or an omitted relative pronoun. Use advanced subordinating conjunctions and expanded noun phrases to add detail, qualification and precision.

To round numbers with up to 2 decimal places.

Investigate!

There are three dice, each of them with faces labelled from 1 to 6. When the dice are rolled they can be combined in six different ways to make a number less than 10 with two decimal places.

For example, if I roll a 2, a 3 and a 6, I can combine them to make 2.36, 2.63, 3.26, 3.62, 6.23 or 6.32.

Now round each of these numbers to the nearest whole number:
2.36 rounds to 2, 2.63 rounds to 3, 3.26 rounds to 3, 3.62 rounds to 4, 6.23 rounds to 6 and 6.32 rounds to 6.

Repeat for other rolls of the dice.

Can each of the six numbers round to the same whole number?
Can each of the six numbers round to a different whole number?

5.13 → 5	4.36 → 4	3.46 → 3
5.31 → 5	4.63 → 5	3.64 → 4
1.53 → 2	3.64 → 4	4.63 → 5
1.35 → 1	3.46 → 3	4.36 → 4
3.15 → 3	6.43 → 6	6.43 → 6
3.51 → 4	6.34 → 6	6.34 → 6
6.54 → 7	2.31 → 2	5.32 → 5
6.45 → 6	2.13 → 2	5.23 → 5
5.64 → 6	1.32 → 1	3.52 → 4
5.46 → 5	1.23 → 1	3.25 → 3
4.65 → 5	3.21 → 3	* 2.53 → 3
4.56 → 5	3.12 → 3	* 2.36 → 2

→ Why do these numbers * round to a different whole number? They round to a different whole number because the tenths column is more than 5 and the other decimal tenths is 4 or less that is why. H.N.

LO: Continued.

Well done! ;)

Can you underline the relative clause in your sentence?

WHAT IS MARKING AND FEEDBACK?

“Done by teachers and other adults”

“Teachers mark in green pen but we respond in red”

“Feedback is a type of marking”

“Can be done by pupils and their peers”

“Helps teachers to know if we need intervention”

“Teachers set us targets”

“Tells us how to improve”

“Tells us if we got the answer correct”

“Makes us think about what to do next”

“Teachers will know if we need more challenges”



PUPIL VIEWS

WHAT IS MARKING AND FEEDBACK?

Marking

- Identifies errors
- Praises effort
- Does not require response
- Can be undertaken by teacher, peers or pupil reflection



Feedback

- Identifies next steps linked to success criteria
- Specific, concise and detailed
- Personalised
- Immediate
- Requires response
- Can be written or verbal
- Can be given by teacher, peers or through pupil reflection

WHAT DOES IT LOOK LIKE AT COPLEY?

- Tick, double tick and arrow
- Pupil self assessment through R.A.G rating (red, amber, green)
- Green pens for adults and 'review red' pens for pupils
- Pink highlighter for targets and improvements

$2 \times 2 \times 2 \times 2 \times 2 \times 2 =$

32
 4 8
 2 2 2 2 2 2
 → Is 4 a prime number?

$2 \times 2 \times 2 \times 2 \times 2 = 32$ ✓
 $2^5 = 32$ ✓

32
 4 8
 2 2 2 2 2 2

c) $355 \div 5$	d) $642 \div 3$
$\begin{array}{r} 071 \\ 5 \overline{)355} \end{array}$ ✓	$\begin{array}{r} 214 \\ 3 \overline{)642} \end{array}$ ✓

I can see your error, can you?

... $\begin{array}{r} 191 \\ 4 \overline{)764} \end{array}$ ✓

d) $7648 \div 4 = 1512$

$\begin{array}{r} 1512 \\ 4 \overline{)7648} \end{array}$ ✓ $\begin{array}{r} 1912 \\ 4 \overline{)7648} \end{array}$ ✓

✓ To add and subtract numbers mentally with increasingly large numbers.

LO: Continued.

LO: Divide a 3-digit or 4-digit number by 1-digit using a formal written method (with/without remainders).



✓ To solve problems involving multiplication and division by 10, 100 and 1000.



Learning Objective: To use descriptive language to create imagery

LO: To use a range of subordinating conjunctions.

✓ To edit and improve writing.

The disgusting old tramp with medium sized gray hair sat down on the wooden bench. → Is this the best choice of words?

$\begin{array}{r} 7713 \\ \times 88 \\ \hline 46^4 278 \\ 663318 \\ \hline 663318 \\ \hline 663318 \end{array}$

Can you see my mistake? I forgot to add on the carried number.

WHAT DOES IT LOOK LIKE AT COPLEY?

- Success Criteria

Working Towards
<ul style="list-style-type: none"> Use paragraphs to organise ideas. Begin to write for a wide range of audiences and purposes, choosing appropriate grammar and vocabulary. Indicate degrees of possibility using adverbs (perhaps, surely) and a range of modal verbs (might, should, will). Link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly). Begin to use connectives to mark clauses and phrases, clarifying meaning and avoiding ambiguity. Write legibly. Spell some of the Year 5/6 spellings correctly.
Age Expected
<ul style="list-style-type: none"> Start to use relative clauses starting with <i>who, which, where, when, whose, that, or an omitted relative pronoun</i>. <i>You know how to do this!</i> In narrative, begin to effectively describe settings, characters and atmosphere. Begin to integrate dialogue to convey character and advance the action. Use a variety of co-ordinating and many effective subordinating conjunctions. <i>and, when, while, because</i> Use scene devices to build cohesion within and across sentences and paragraphs (e.g. then, after that, this, firstly). Mainly use connectives to mark clauses and phrases. Writes legibly and with increasing speed in joined handwriting. Use expanded noun phrases to convey information precisely. Spell many of the Year 5/6 spellings correctly.
Greater Depth
<ul style="list-style-type: none"> Begin to use commas, dashes and brackets to indicate parentheses. Use the following exactly correctly: full stop, capital letter, question, exclamation, comma for lists, apostrophes for contraction. Use scene relative clauses starting with <i>who, which, where, when, whose, that, or an omitted relative pronoun</i>. Use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.

Learning Objective: To use descriptive language to create imagery			
	Self	Peer	Teacher
Success Criteria		MV	
Simile	✓	✓	✓
Powerful verbs	✓	✓	✓
Expanded noun phrase at the beginning of the sentence			
Relative clause	✓	✓	✓
Description of atmosphere	✓	✓	✓
Commas to mark clauses	✓	✓	✓
Challenge: How does the alien react towards the witnesses? Try and convey this without saying he was angry etc. E.g. He roared furiously in their direction.	✓	✓	✓

The colossal, petrifying, monstrous alien was prepared to attack the innocent citizens. ✓

WHAT DOES IT LOOK LIKE AT COPLEY?

- Opportunities for response, editing and improvement

Can you underline the relative clause in your sentence?

Mr Stink, who had a tangled and greasy beard that looked like a bird's nest, was the most disgusting man in the whole of England.

Can you improve the phrase 'breezy air'?

As poor, helpless Rhodopsis sat peacefully ~~so~~ under the powerful, mighty sun, her glowing, golden hair ~~drifted~~ ^{was danced with} ~~in the breezy air.~~ ^{in the breeze.} Looking at the exquisite view of the sky and horizon line, she quietly wondered about the tedious day ahead. Several questions (about the day) filled her mind as she sang so ~~an~~ ^a incredibly quiet song.

What does this mean?

They are multiples of both 3 and 6.

Why do the numbers round to a different whole number?

They round to a different whole number because the tenths column is more than 5 and the other decimal tenths is 4 or less that is why. H.N.

Can you see your mistake?

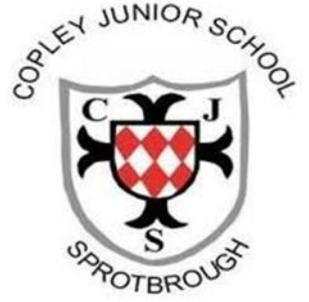
I didn't need a remainder.

Can you explain how you know $3.52 > 3.41$?

When you look at the value of the digits in the tenths column, we know that 5 is greater than 4. The value of the digits in the ones column are equal.

Can you write your sentence with the subordinating conjunction at the beginning?

Even though the moon is so far away, many people want to travel to the moon.



TERMLY PROGRESS REPORTS

Using assessment information from tests and classroom performance, teachers prepare the progress reports which are sent home every term following our 'assessment weeks'.

These help to identify the objectives which your child may require support to consolidate and the skills in which they are secure.

Where objectives are coloured red, pupils receive intervention and support to consolidate the skill. This can take the form of flexible daily intervention following the taught session or more specific intervention in small groups on a regular basis.

Pupils who receive regular interventions will bring home a letter to inform you of their participation in additional interventions. For some children, this may happen on rare occasions where there is no great concern and if they found a particular session difficult and therefore letters will not be sent home.



WHAT DOES THIS MEAN FOR PARENTS?

During parents' consultation meetings, teachers will discuss whether pupils are assessed as working **towards** the age related expectation, working **at** the age related expectation or working at **greater depth**.

The 'Programmes of Study' booklets explain the Curriculum expectations for each year group and are available on the school website.

You can support your child at home by practising skills which are identified in the programmes of study and those which are highlighted red in the assessment information which is sent home every term.

Objectives which are grey in the assessment reports are topics which have not yet been taught and/or assessed. Practising these at home would prepare pupils for sessions.



HOW CAN YOU SUPPORT YOUR CHILD AT HOME?

There are a large number of resources available on the website which we hope will help you to support your child at home.

- National Curriculum Expectations Booklets – These outline the objectives to be achieved within each year group in order to achieve the national expectation.
- Spelling Scheme of Work – This document outlines all of the spelling patterns that are taught in school and gives examples of words for each rule.
- Spelling support and guidance document – This document provides interesting ideas and tips for practising spellings at home.
- Grammar, Punctuation and Spelling booklets – These booklets give guidance on the expectations for each year group with definitions and examples.
- Copley Assessment Models for reading, writing and maths – these identify the objectives your child needs to achieve to meet the year group expectations.
- Maths Calculation Policy and videos - these explain the calculation strategies for addition, subtraction, multiplication and division.
- Times Tables – quick recall of times tables and corresponding division facts is made fun through our Times Tables Rock Stars initiative.
- In addition, listening to your child read frequently, ensuring homework is completed and practising spellings and times tables can really enhance learning in the classroom.