PACKINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

Feedback & Marking Policy

**THIS POLICY IS CURRENTLY UNDER REVIEW.
PLEASE SEE DETAILS THAT FOLLOW FROM PAGE 2 REGARDING
THE REVIEW AND CURRENT TRIAL PROJECT TAKING PLACE**

Date of issue:	**May 2015**
Review date:	**May 2018**

Together we can flourish – with Jesus as our guiding light!

PACKINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

FEEDBACK & MARKING POLICY

INTRODUCTION

'When children leave us we want them to be compassionate, self-confident with a love of life and learning.'

*The Bible verse that sets this vision in context is **John 10:10** "I have come that they may have life, and have it to the full." For it is the flourishing in the grace of God that will enable our children to be wise, hopeful, live well together with dignity and respect in God's world.*

It is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:
"But Jesus called them to him, saying, "Let the children come to me, and do not hinder them,
for to such belongs the kingdom of God."
For we are all equal in the eyes of God.

CURRENT REVIEW- Updated January 2019

At Packington is important that our children and adults flourish. One of the ways that we can make this happen is to continually review and explore how we can improve our practice. As a result, we have decided to carry out a more in depth review of this, our Feedback Policy.

In the Summer Term 2018 and at the start of the Autumn Term 2018 two reviews took place that led to this decision. FIRST, staff discussed and questioned the effectiveness of some of our current practice. They decided that they wanted to explore research and share practice taking place within Forest Way Teaching School Alliance (FWTSA). At the same time, governors carried out a review of staff welfare and as part of this the issue of workload and marking was discussed. It was therefore decided that a more extensive review would take place to ensure that this policy effectively enables children and adults to flourish.

Staff have looked at some of the research around the effectiveness of different types of feedback and have met with an SLE from FWTSA and now want to trial some of the strategies and measure the impact of these on how meaningful, manageable and motivating they are.

Feedback and Marking Project
From January staff at Packington will begin a project to trial a range of different feedback and marking strategies. As a result, our current policy will not be followed in the normal manner during the duration of the project and review period (although staff may use their professional judgement and use some

strategies contained in the policy if they consider it in the best interest of the pupils).

As part of the project staff have agreed to use or trial the following strategies in the Spring/ Summer Term 2019 which they will review and evaluate during the Summer Term 2019:

- **Learning Objectives (currently written in books) will be marked in green if they have been successfully achieved as per the current policy.**
- **Comments will not be routinely written on work unless the teacher has a specific reason for doing so or the piece of work is intended to be an in**
- **depth written assessment piece.**
- **Staff will attempt to give feedback as close to the time that pupils are working on a task. It is understood that feedback may be in a variety of forms and may not involve traditional written marking. As a result, where possible, staff will incorporate opportunities to circulate around the class during lessons to provide verbal feedback or check misconceptions.**
- **Staff may use the pink to think pen in a lesson if it is appropriate for the child.**
- **Pupils who correct or improve their work will be encouraged to use their purple polishing pen.**
- **Staff will use whole class feedback sheets to record and provide feedback to pupils**
- **Staff may use any of the following strategies to provide mark work, provide feedback or enable pupils to improve their work:**
  - **1:1 writing clinics**
  - **Editing stations – where pupils rotate around different stations to proof read, check punctuation, check spellings, check 'what sounds wrong'/ check grammar, improve writing. Pupils may also note on their work where they have used a particular strategy eg a subordinate clause.**
  - **Use focussed editing strategies eg one of the above or similar such as checking possessive apostrophes, ensuring work contains an embedded clause, closely editing a very specific section by putting a box around it.**
  - **Peer marking**
  - **Allowing pupils access to the answers so that pupils can see for themselves whether to move on to harder questions.**
- **Staff may also use other strategies or ideas during the trial project that comes from their own personal research or from sharing practice with colleagues. It is expected that staff will share ideas and have a professional discussion with other staff during staff meetings and inset time.**
- **The project will be monitored and evaluated through staff discussion, work scrutiny and pupil interview.**

RATIONALE

At Packington Church of England Primary School our focus is simple; it is our children's learning.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is equally simple; it is about:

Moving learning forwards

This has the key elements of:

- o Highlighting and celebrating success

- o Supporting improvement

- o Identifying next steps in learning

This rationale must be clearly understood and applied for feedback and marking to be truly effective. Feedback and marking is not about justifying oneself professionally, or the school, to parents, governors, County or Ofsted with copious and technical comments.

High quality feedback and marking will be self evident in its purpose and in its outcomes.

PRINCIPLES

At Packington, we believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

- o the qualities of the children's own work, in relation to the learning objective and steps to success (Success Criteria) not on comparison with other children

- o specific ways in which the child's work could be improved, and crucially, being given the opportunity to do so

- o improvements that the child has made compared to his/her earlier work

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development. Therefore, it is essential that:

- o feedback and marking forms an informative and accessible dialogue with clear teacher and pupil roles
- o clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards
- o improvement is cyclical, valued and clearly evidenced
- o the children are made aware of learning objectives and of the criteria that their work will be assessed against, in age-related vocabulary
- o the learning needs of individual children are understood and work is matched and marked appropriately
- o where appropriate, feedback is linked directly to learning targets

- feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner
- achievements are linked, so that each builds confidence in future goals

AIMS & OBJECTIVES

Effective feedback & marking should:

- recognise, encourage and reward children's effort and achievement and celebrate success over time
- provide an accessible dialogue between the teacher and children, and clear, appropriate feedback about the strengths of their work and areas for development
- improve children's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning
- give children a clear picture of how well they have met learning objectives or targets
- identify children who need additional support/challenge
- help pupils to develop an awareness of the standards they need to reach in order to achieve expected or better age related expectations.
- provide evidence of assessments made and help moderate the interpretation of National Curriculum age related expectations.
- involve parents more directly in reviewing their child's progress and help in reporting to parents.
- celebrate and reinforce expectations
- inform future planning

PRACTICE

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.

As a school, we value verbal and written feedback equally in moving learning forwards.

Verbal Feedback

This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during focused group work, in a learning/reading conference or review, and be either spontaneous or planned for.

Where possible, it is useful to record when verbal feedback has been given, using the agreed notation as follows:

V = Your teacher has spoken to you about your work (verbal comment) (A Verbal feedback stamp may be used to indicate a teacher has given verbal feedback)

V = Your teacher needs to speak to you (this will be highlighted when completed).

Written Feedback

It is important that all work is marked as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children.

The teacher will demonstrate the fact that they have acknowledged the work by using ticks (✓) or other coded notation such as highlighting to indicate the learning objective has been met and the symbols or shorthand feedback detailed in the appendices (Agreed codes and marking checklist for teachers and pupils) .
It is imperative that such notations are used **consistently**.

All work, including homework, will be **checked** against the learning objective **using a coloured highlighter pen as follows**

■ = LO/SS achieved   ■ = LO partly achieved   ■ = LO/SS not achieved

Work will also be checked against a list of Steps to Success (Success Criteria) as appropriate to the age of pupils and the activity. Staff will highlight in green steps that have been achieved and pink where steps have not been achieved and where pupils need to think about improving.

GREEN TO BE SEEN (GO GREEN GO GREAT)   **PINK TO THINK**

Positive written comments noting what a pupil has done well or where they have been successful in achieving the Learning Objective or Steps to Success (Success Criteria) should be written in **GREEN**. (A Thumbs Up stamp may also be used)

Corrections or points to improve should be written in **PURPLE (A foot stamp may also be used to indicate next steps required).** Points to improve/ next steps may be written as bullet points or in more detail.

The notation PI may be used to mark a 'Point of Intervention' (PI) in a child's book to notify the point at which an adult has supported learning during the written work. As such, it serves as a reference point from which progress and the impact of the intervention can be judged

Quality Marking

These written comments will be more detailed but must still be formative in nature and intended to move learning forwards. They will:

- o be positive and celebrate effort and achievement
- o relate to learning objectives and success criteria
- o indicate next steps for improvement
- o be differentiated
- o be supported with time and opportunities to reflect upon and engage with

Staff should undertake a quality mark of literacy and maths at least 3 times each week (unless not appropriate eg the unit of work has a practical focus).

KS2 to mark in books date when time spent on practical activities such as drama etc and no recorded work takes place.

As a school, we agree to use the **Success & Improvement** method, as detailed by subject below:

English

We need to show the children that their writing has a genuine audience and that we are interested in what they have to share and are not reading their work to merely find errors.

Children need to feel their writing is valued and we should respond to it as a reader who wants to share their experiences and ideas in order to support its improvement.

- o A GREEN coloured highlighter pen is used to show places where the child has successfully demonstrated an understanding of the learning objective or achieved a step to success.
- o A coding symbol (Appendix 1) may be used to indicate precisely where an improvement could be made.
- o A PINK highlighter pen is used to show an area for improvement. A suggestion is written to help the child know how to make the specific improvement.
- o Opportunities are given for these points to be shared, reflected upon and action taken.
- o Further written comment will follow up on the child's improvement.

For Foundation Stage children, there may be one success and one improvement identified. The improvement suggestion might be delivered orally until Year 1. The number of successes and improvements given in other year groups will be appropriate to the individual needs of the pupils.

<u>Maths</u>

The purpose of marking in maths is primarily diagnostic. It communicates to a child whether they have successful. Marking may also be motivational and provide further challenge and it also serves to inform a teacher's planning in terms of any misconceptions.

The use of the above highlighting and symbols may be useful, but written comments must be focused on moving learning forwards and encourage risk taking, perseverance and the often open-ended nature of maths. Comments may give advice and support to understand a misconception. If a pupil has completed their work correctly then a further challenge/ more difficult question will be set.

It may be appropriate to provide 'Maths Surgeries' within lessons to tackle misconceptions and challenge progress, and promote children's independence and use of support strategies.

<u>Other subjects</u>

Marking should be specific to skills set out in the learning objective and written comments made allow children to extend and develop these skills further.

Other correction issues

- o Not all work or every mistake will be corrected. To correct everything with a secretarial approach is usually counter-productive.
- o For redraft and display purposes, children's work may be redrafted, spell-checked and amended to produce a 'final' copy but there would normally be an earlier draft available.
- o A strong emphasis should be placed on appropriate presentation and correct or appropriate phonetic spelling in work which is used for display
- o Spellings may be selected for correction (by the child, peer or the teacher) on the basis of what the child needs to learn next or has already learnt.
- o Rubbing out should be strongly discouraged. The 'mistake' is important evidence of a child's learning process and should be valued. Where a child makes a 'mistake', the self-correction should be written next to the original error and the error crossed through using a single line.

Response Time

Wherever success and improvement comments are shared, either after or during the lesson, learning time must also given for children to reflect, act or respond to them – this is crucial to actually moving learning forwards over time.

- o This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice. Teachers will build in response time into lesson time.
- o Mini-plenary or learning reviews may be used during the lesson

- Introductions to or plenaries of lessons may be planned to allow time for children to read, discuss or make improvement suggestions and act on them
- Question/answer sessions may be used to facilitate this

Sticker Work - when a pupil has not completed their work a sticker will be placed in their book to indicate they need to complete it. (Work may be completed at register time, at the beginning of the next lesson, in Golden Time or when a pupil has spare time).

Wherever possible, children are encouraged to self-evaluate their own learning

In order to facilitate their independence as learners, children should have access to and, where appropriate, be involved in setting:

- Learning objectives
- Success criteria

The following may be used to enhance learning opportunities:

- assessed or modelled examples
- opportunities for peer and self-assessment Success Criteria Grids may be used
- opportunities to take the initiative to make improvements
- an awareness of pupils' personal learning styles
- Two stars and a wish activities for peer/ self assessment
- Success Grids/ checklists may be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Success Criteria Checklist	
Learning Objective: To practise writing a formal letter	
1. First paragraph: explain what your letter is about	
2. Use at least 2 different connectives	
3. Include no more than 2 rhetorical questions	
4. In the last paragraph, summarise your main	

Targets/ Even Better If

Pupils are set targets to achieve. A longer term target may be set for pupils to achieve over the course of a unit of work or a period of time. These targets will be displayed in the front of pupil books. Targets will be set separately for Maths and English. Both Maths and English targets will be displayed in Topic books. It is important that targets are displayed in new books.

Next step/ short term targets will be given when a piece of work is marked. These targets relate to the specific piece of work and relate to the learning objective or success criteria. Pupils are expected to improve these targets on their next piece of work or as soon as possible. These targets are recorded on an Even Better If (EBI) Target Sheet (see appendices for detailed guidance). Pupils will have an EBI sheet for

Maths and English. A target may be set on an EBI sheet in an English activity but a pupil may show improvement towards that target in another subject such as Science. For this reason EBI sheets are designed to be portable across books. Completed EBI sheets will be stuck in books as a means of demonstrating pupil progress.

Monitoring

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT), Subject Leaders and Staff.
Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

REVIEW

This policy will be reviewed every three years or earlier if necessary by staff and governors.

May 2015

Agreed marking codes

	<mark>Objective Met</mark> You have achieved the learning objective**.**	I think I've met the objective well ☺
	<mark>Objective not met</mark> You have not achieved the learning objective.	I'm not sure and don't think I've met the objective 😐
		I don't understand / I need help ☹
V **V**	Discussed with pupil Your teacher needs to speak to you about your work (highlighted when completed)	
I **OA** **S** **GW** **PS** **IC** **CI**	Independent Other Adult Supply Group Work Peer Support Code used by pupil to indicate independent choice of work Child initiated work	Initials may be used to indicate staff who have marked the work
(green)	'Green to be seen' – Strengths/Celebrations	
(pink)	'Pink to think' – Something to check/Re-try	
PI	Point of Intervention by supporting adult	
➡	Moved on to more challenging learning	

Feedback & Marking Policy

sp 〰〰〰	You've made a spelling mistake.
∧	There is something missing here.
◯	Missing or incorrect punctuation
? 〰〰〰 Or **? ‖**	Something doesn't make sense
//	New paragraph
Corrections	Pupil corrections written in an alternative colour

WORK SCRUTINY

Class:			Subjects/Books:	
Date:			Monitored by:	

	Yes	No	Comments	
Work marked regularly?				
General presentation?				
Evidence of teachers using Marking codes?				
Green highlighter used for LO?				
Purple pen used for next steps target/ points to improve?				
Success comments written?				
Improvement comments written?				
Evidence of pupil response to teacher comments?				
Evidence of self assessment by pupils?				
Evidence of peer assessment by pupils?				
Is the level of work age related?				
Evidence of differentiation in books?				
Evidence of challenge within books?				
Evidence of high expectations in books?				
Evidence of progression in work?				
Evidence of progression in planning?				
Evidence of extended independent learning				

Ofsted Grade Descriptors

Outstanding	Good	Requires Improvement	Inadequate
Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.	Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.	Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs.

Additional Comments:

Monitoring of Literacy books

Class/ year group_____   **Date** _____

	Judgement	Comment (only if needed for clarification of judgement)
Attainment and Progress		
The last few weeks/ half term of work exemplify the pupils' assessed level/ grade, for most pupils, as described by the school's system of assessment.		
Opportunities for composition cover a range of appropriate genres.		
Opportunities for writing cover a range of subjects, e.g history, science etc.		
Grammar is taught explicitly (KS2 only)		
Grammar is embedded in the teaching of writing.		
Pupils' skills are improving well over time (using the school's system). The progress evidenced in the books supports the school's tracking of most pupils' progress.		
Teaching		
Clear Learning Objectives (LO)		
Clear use of range of methods of differentiation for HAP, MAP and LAP, at just the right level for the pupil, e.g. by task, challenge choice – pupil has made good choices, adult support, guidance/ frame or outcome.		
Curriculum coverage, level and depth in line with national curriculum/ school's curricular policies and schemes of work.		
Marking and Feedback – check the pupil can assess the language used by teacher. Further evidence of the impact of the teacher's marking on the pupils' learning and understanding should be gained through pupil interviews.		
Marking indicates where LO achieved/ partially achieved etc.		
Marking indicates <u>specifically</u> where the pupil has been successful.		
Marking indicates <u>specifically</u> where the pupil could improve. This is linked well to the LO and/ or the success criteria.		
Good evidence of pupil <u>responding</u> to previous developmental comments by making corrections or improving their work, responding to further questions or challenges.		
Supporting Pupils' Learning		
Pupils' self-assessment is used successfully, for example, through evaluation/ demonstration of specific success criteria.		
Peer assessment is used successfully.		
Targets (if used): ■ relevant to level/ grade of pupil ■ in small steps ■ evidence of good progress of targets achieved over appropriate time ■ effective reference is made to targets in marking		

General Expectations including homework		
Work is dated.		
Evidence of pride and care in presentation approp. to age/ ability of pupil (incl. cover of book which should be free from scribble/ doodles)		
Homework (and intervention where needed) is set at the right level for the pupil and is used appropriately often for their age/ needs. It is marked to a similarly good standard as the pupils' other work.		

Strengths:	Areas for future development:

Key	3 ticks (green) significant evidence/ impact	2 ticks (amber) some evidence/ impact but inconsistent in a pupil's book or across a no. of pupils' books	1 tick (red) present, but minimal evidence or impact	0 ticks (red) no evidence or impact
	HAPs – higher attaining pupils	MAPs middle attaining pupils	LAPs lower attaining pupils	

It is not intended that all of this proforma is used at any one time, but it is recommended that there is a focus on one section at a time as part of the teacher's self monitoring or as part of the school's system of monitoring and evaluation. Ideally the key of ticks can then be translated into a RAG rating using the red, amber and green system to evaluate a number of teachers/ classes across the school to consider whole school strengths and areas for development. Teachers should also be encouraged (with training) to undertake audits of their own books, identifying their own strengths and setting themselves areas for improvement. They can then re-monitor their own books half a term later.

Feedback & Marking Policy

Class/ year group_____   Date
_____

	Judgement	Comment (only if needed for clarification of judgement)
Attainment and Progress		
The last few weeks/ half term of work exemplify the pupils' assessment, for most pupils, as described by the school's system of assessment.		
Pupils show fluency in their basic skills appropriate to their assessment.		
Pupils' basic skills do no hold them back when tackling harder concepts or problem solving presented to them.		
Evidence that there are good opportunities for pupils to develop their reasoning skills.		
Evidence that there are good opportunities for pupils to develop their problem solving skills.		
Pupils' skills are improving well over time (using the school's system). The progress evidenced in the books supports the school's tracking of most pupils' progress.		
Teaching		
Clear Learning Objectives (LO)		
Clear use of range of methods of differentiation for HAP, MAP and LAP, at just the right level for the pupil, e.g. by task, challenge choice – pupil has made good choices, adult support, equipment/ apparatus, guidance/ recording frame or outcome.		
Curriculum coverage, level and depth in line with national curriculum/ school's curricular policies and schemes of work.		
Marking and Feedback – check the pupil can assess the language used by teacher. Further evidence of the impact of the teacher's marking on the pupils' learning and understanding should be gained through pupil interviews.		
Marking indicates where LO achieved/ partially achieved etc.		
Marking indicates <u>specifically</u> where the pupil has been successful.		
Marking indicates <u>specifically</u> where the pupil could improve. This is linked well to the LO and/ or the success criteria.		
Good evidence of pupil <u>responding</u> to previous developmental comments by making corrections, improving their work, responding to further questions or challenges.		
Supporting Pupils' Learning		
Pupils' self-assessment is used successfully, for example, through self-marking, finding/ correcting errors, writing explanations.		
Peer assessment is used successfully.		
Targets (if used):		

■ relevant to school's assessment of pupil ■ in small steps ■ evidence of good progress of targets achieved over appropriate time ■ effective reference is made to targets in marking		

General Expectations		
Work is dated.		
Evidence of pride and care in presentation approp. to age/ ability of pupil (incl. cover of book which should be free from scribble/ doodles)		
Homework (and intervention where needed) is set at the right level for the pupil and is used appropriately often for their age/ needs. It is marked to a similarly good standard as the pupils' other work.		

Strengths:	Areas for future development:

Key	3 ticks (green) significant evidence/ impact	2 ticks (amber) some evidence/ impact but inconsistent in a pupil's book or across a no. of pupils' books	1 tick (red) present, but minimal evidence or impact	0 ticks (red) no evidence or impact
	HAPs – higher attaining pupils	MAPs middle attaining pupils	LAPs lower attaining pupils	

It is not intended that all of this proforma is used at any one time, but it is recommended that there is a focus on one section at a time as part of the teacher's self monitoring or as part of the school's system of monitoring and evaluation. Ideally the key of ticks can then be translated into a RAG rating using the red, amber and green system to evaluate a number of teachers/ classes across the school to consider whole school strengths and areas for development. Teachers should also be encouraged (with training) to undertake audits of their own books, identifying their own strengths and setting themselves areas for improvement. They can then re-monitor their own books half a term later.

WORK SCRUTINY

Areas of strength:

+

Areas for Development:

Teacher/ Pupil Marking Checklist

■ = LO/SS achieved   ■ = LO partly achieved   ■ = LO/SS not achieved

GREEN TO BE SEEN /GO GREEN GO GREAT
PINK TO THINK

When you finish mark your work:

☺ A smiley face if you understand - Say why.
☺ A straight face if you partly understand - Say why.
☹ A sad face if you need more help - Say why.

Marking by teachers:

Green pen = positive/ good comments
Purple pen = next steps – areas to improve

V = Your teacher has spoken to you about your work (verbal comment)

V = Your teacher needs to speak to you (this will be highlighted when completed).

Sticker Work – if you get a sticker then finish your work

THEN – RESPONSE TIME

1. Read the comments
2. Answer any questions/ do what told to do.
3. Do corrections in an alternative colour.
4. Write comment back to teacher (You could just say thank you)

Ask your teacher if you need help.

Teacher/ Pupil Marking Checklist

Ask your teacher if you need help.

SHOWING AND ASSESSING PROGRESS - Teacher Specific EBI Marking Checklist

- o Make specific comments on what pupils have **done well to achieve SC / LO**.
- o Make specific comments on what pupils need to improve on **(Even better if)** – **to achieve SC / LO**.
- o **Write specific targets on EBI Target sheet**.
- o Indicate on the text/ work other areas for improvement if necessary – eg spelling, punctuation, presentation – (Continual errors write as an EBI).
- o Ask pupils to write out incorrect HFW / Common family words correctly (3x) -   where an error occurs several times then put it on the EBI Target sheet.
- o If it is not possible for pupils to improve a specific EBI target on "the next piece of work" then ask them to improve it immediately eg write 3 sentences using taste, smell, touch to describe the setting, write another rhyming couplet.
- o Pupils must be made to improve their work e.g do their corrections – CORRECTIONS SHOULD BE RE-WRITTEN OUT BELOW THE ORIGINAL WORK IN BLUE
- o **If pupils have achieved the SC/ LO then set the pupils a further question or challenge** eg now try this calculation.
- o **Ask pupils to explain what they have learnt** (being able to articulate learning is an indication of progress) - use this in plenaries too.
- o If pupils have a lot of answers correct then move them on.
- o Use your professional judgement. If a pupil shows the EBI 3 x a teacher may indicate that target is achieved on the EBI sheet but use your professional judgement – is it obvious that a child has achieved the target through application in a different context (they may not require 3 x so move them on). Conversely a pupil may need to over - learn a target so you might need to make the target even smaller, repeat, repeat at a later date.

REMEMBER:
- o Work should be quality marked at least 3 x a week.
- o Don't forget other marking strategies – Success criteria/ Peer/ Self assessment – make SC smart
- o Ask pupils to respond to marking - write how well they think they have done / traffic lights/ - see checklist in books.
- o **Give pupils time to read marking** – do corrections etc.
- o Pupils need to do lots of "STUFF" for you to assess them accurately (80% doing).
- o Think about your questions – are you asking them to explain learning.
- o STICK EBI Target sheets in books when completed.

	Packington Church of England Primary School E B I 👁 targets				
Name					
Date	Target	1	2	3	Got it!