

## English Marking and Feedback for the Whole School

### The Write Stuff English lessons

#### **Sentence stacking lessons**

Sentence stacking lessons are designed to be heavily modelled, supported and scaffolded. This is where children are learning, developing and practising the skills needed for their independent writing. A more flexible approach to marking is appropriate as teachers will know from what is happening in the classroom whether children are meeting objectives or not, which will inform their assessment and future teaching. Therefore, a combination of live marking and whole-class marking is to be used:

- 'Live marking' can be used by teachers if and when appropriate. This may be to address a misconception (yellow) or to show pupils where they have been successful (pink). There is no expectation for the amount of live marking we expect to see in books – teachers should use their own judgement.
- Formal marking of the whole class should happen in 20% - 30% of sentence stacking lessons but a minimum of twice per unit. For example, if a unit of writing has 10 sentence stacking lessons, 2 or 3 of these should be formally marked over the unit. If a unit has 6 sentence stacking lessons, 2 of these should be formally marked. Teachers can decide which lessons to formally mark and this does not have to be planned in advance and instead should be in response to needs of the class.
- Pink highlighter should be used to show where children have successfully used the 'steps to success'.
- Yellow highlighter should be used to show spelling and punctuation errors where appropriate. There is no minimum amount of yellow and these should be errors which children can address independently. Children should correct these in green pen. If the majority of the class have misspelled a word, it would more appropriate to address this as a class at the start of the next lesson rather than highlight it in everyone's book.

#### **The Independent Write**

- Feedback during the independent writing should mainly be given orally. Staff to read through work and respond as necessary and assess areas for whole class/group development – what needs to be done to move forward, common spelling errors and grammatical errors, presentation, etc – and deliver this feedback at the start of the next lesson, providing children with time to respond/edit/self-check.
- Teachers may use a whole-class feedback sheet, their own written notes or make notes on the flipchart to achieve this. These must be available if requested.
- Once the independent work has been finished and edited by children (in line with write stuff editing lessons), teachers to mark the piece in red pen AND assess against year group objectives.
- Use code E1 = ? to show how many spelling or punctuation errors need addressing. This may be separated into spelling and punctuation if necessary lower in the school or for individual older pupils. Eg E1 = 2 sp, 1p

- E2 = Square brackets should be used to show where a sentence needs to be re-written.
- E3 =Stick arrow to be used to show where teacher wants child to add more words/sentences to improve the sentence. Guidance may be given (e.g. More adjectives would make this sentence even better).
- Teachers may annotate work to show errors/improvements the child may not identify by themselves. For example, a correct tricky spelling may be given, apostrophe added, full stop and capital letter shown etc.

### **Years 4, 5 and 6**

- A positive comment must be given at the end of the piece. An area for development may be mentioned although children will know this from looking at their tick sheets. (What a fantastic story – well done! I really liked how you used short sentences to create tension. Next time, you need to remember to check that your sentences are in the correct tense).
- The year groups' objective list should be ticked as the work is marked. This will be stuck on the inside cover of the exercise book. At the start of the next independent piece, attention should be drawn to the objective sheets to remind children what they need to develop. They should also read the comment again.

### **Years 1, 2 and 3**

- Visual stickers will continue to be used to show whether targets have been met.  
T1 = smiley face  
T2 = smiley face  
New target stickers.
- The year groups' objective list should be ticked as the work is marked. These can be kept in a separate folder.

### **Sustained Writing/Cross Curricular Writing sessions:**

Years 2 and 6 may choose to include some writing separate from The Write Stuff in the English timetable in order to revise genres or collect evidence for moderation. There is no requirement to refer to targets when marking this but. the assessment sheet should also be used to collect evidence.