Windwhistle Primary School

Marking and Feedback Expectations: Writing

Date Ratified: March 2024

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Review Date: March 2025

Document Control
Document Information

	Information
Document Name	Windwhistle Marking and Feedback Expectations
Document Author	Headteacher/DSL
Document Approval	LGB
Document Status	Version 1.0
Publication Date	03/2024
Review Date	03/2025
Distribution	Website/General

Version Control

Version	Issue Date	Amended by	Comments
1.0	04/2024	LG	New policy

MARKING AND FEEDBACK EXPECTATIONS: WRITING

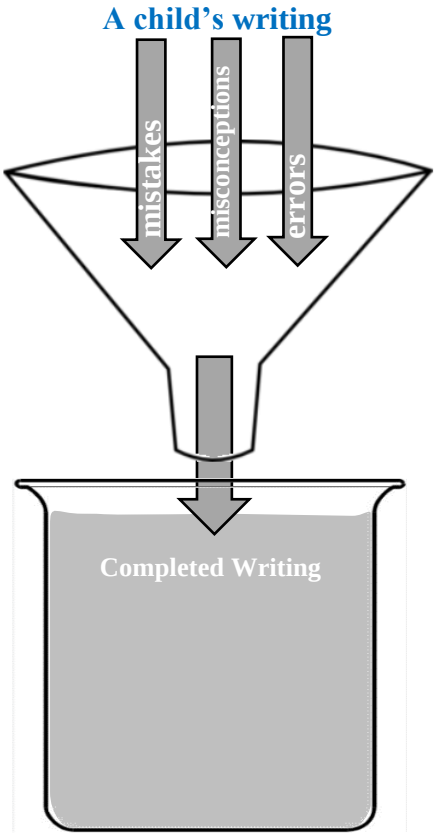
Teacher standard 6: Make accurate use of assessment - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

RATIONALE AND CURRENT POSITION

- We have a moral responsibility to ensure every child is functionally literate so that reading and writing will support their future studies and life choices, and not be an obstacle.
- We endeavour for all children to have confidence as a reader and writer and secure understanding that they will maintain into secondary school, and beyond – scraping the expected standard on a TAF is not enough.
- Currently, the writing progress in all year groups is slow. Improving the standard of writing is a whole school priority.
- The DfE White Paper – by 2030, 90% of children to be secure in reading, writing and maths (combined).
- Windwhistle ambition:
    - All children with exception of those with a significant need that would prevent them from doing so, e.g. some children with SEND/significant pastoral need, will achieve the expected standard in writing each year.
    - Children will keep up and not catch up.
    - High standards of literacy and presentation will be evident across the curriculum.
- Closing the gap will not happen overnight, but all classroom staff have a shared responsibility to ensure the gap narrows term on term and year on year through a progressive curriculum, high quality teaching and timely, effective feedback (both verbal and written).
- All practice is only as good as a long term change in children's knowledge and understanding:
    - Our previous code-based marking policy was time consuming and had little impact.
    - Where responsive teaching books are being maintained diligently, we are seeing impact, especially with composition. However, this is incredibly inconsistent and, in many classes, evidence of responsive teaching (either through teacher notes or impact in books) is scarce.
    - Book looks have shown the same mistakes repeated in children's books across a significant period of time with no evidence that they have been identified or addressed (no written marking in books, not identified in responsive teaching notes and no evidence of progress in books). For some children, when looking at all available evidence, it appeared as though there had been no engagement in their writing from classroom staff for a term or more.
- We have seen progress in handwriting in some Key Stage 2 classes through being pedantic, this included accurate letter sizes (e.g. clear capitalisation). High expectations were set and maintained through clear communication and shared understanding of what was expected. Where children's work was not meeting these expectations, this was addressed within the session.
- In EYFS and Year 1, in classes where the Fab Five has been used consistently in line with the expectations of Extend Letters and Sounds, there has been a significant improvement in the quality of children's writing and their independence as writers.
- By embedding the 'Fab Five' and 'Every Time We Write' checklists across the school we are establishing a consistent and shared understanding of what success looks like for the transcription elements of writing.
- Both of these checklists are familiar with staff and children but are currently not used effectively across the school. Reference to these checklists is currently ad hoc in most classes.

REDUCING MARKING BY FILTERING

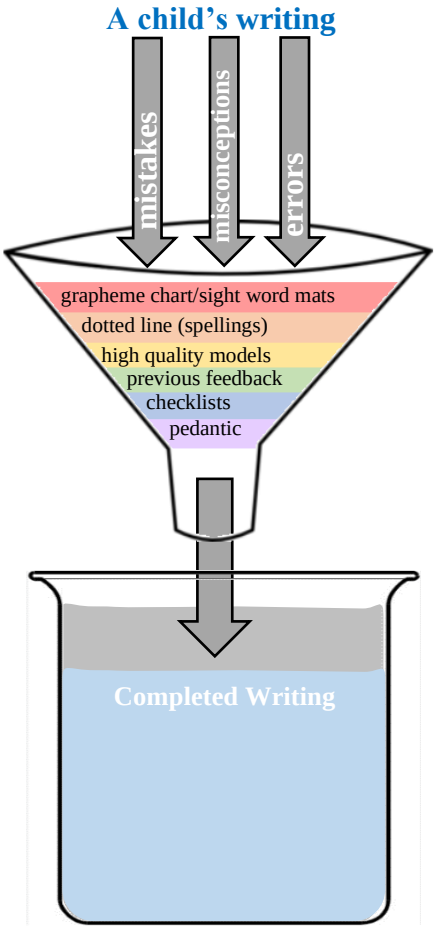
INEFFECTIVE APPROACH



During the lesson: The mistakes, misconceptions and errors are not efficiently addressed. There is minimal intervention from adults in the class, or adults spend the majority of their time with a small number of children, meaning most children are left unchecked.

After the lesson: The child's completed work has the same mistakes, misconceptions and errors as it had at the start of the lesson (and from previous writing). As a result, for the child to make progress, the teacher must address this through marking and feedback, which will have a profound impact on workload.

EFFECTIVE APPROACH



During the lesson: A large number of mistakes, misconceptions and errors are filtered out through a range of strategies and resources during the lesson. Classroom staff are pedantic. Therefore, a large number of mistakes, misconceptions and errors are addressed as the children work. Most common mistakes are picked up quickly and are not repeated. The teacher actively observes the class, intervening swiftly when needed. High quality models ensure children understand what is expected. Transcription is supported by confident use of grapheme charts and sight word mats. Children know and use their check list fluently. All children are actively engaged in the task throughout the session.

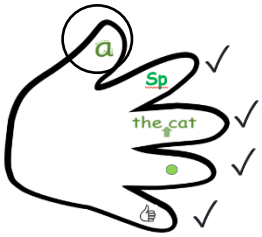
After the lesson: The child's completed work contains fewer mistakes, misconceptions and errors. There are few that are repeated within and across pieces of work. As a result, there is significantly less that needs to be addressed through marking and feedback. There is clear progress from previous pieces of work. Teacher time can be spent identifying the cohort's/child's next step and adapting future lessons e.g. to focus on gaps in composition and securing increasingly complex grammatical forms.

WRITING CHECKLISTS

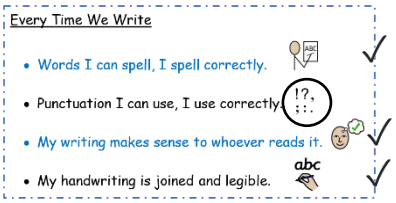
Using the checklists:

- **Recap the features on the checklist before <u>every</u> piece of writing** (regardless of whether the checklist is stuck in books). Doing this will place these expectations at the front of the children's minds before and whilst they are writing. This is far more efficient and effective than only referring to it after the children have finished writing for 2 reasons:
    - children will have a large number of mistakes they need to go back and 'fix', many of which will be repeated throughout a piece of work.
    - adults will have significantly more they need to respond to through marking and feedback after the lesson if the child is to make progress in their writing.
- Ensure children (and all adults working with the children) understand what each symbol means (full meaning).
- Children should be able to recite the checklist they use – with consistent use and by sharing this before any writing task, this will become automatic within a couple of weeks of the child <u>first</u> using the checklist.
- **All guided and supported writing tasks must be marked against the relevant checklist.** This includes:
    - All instructional writes (EYFS, Y1 and children with SEND where appropriate)
    - Real write (EYFS, Y1 and children with SEND where appropriate)
    - Writing the teacher's sentence (EYFS, Y1 and children with SEND where appropriate)
    - English (including guided reading) and all independent writing across the curriculum (Y2-Y6)
- All teachers must engage with the writing in every child's book before the child moves on with the next part of the writing process. At this point, writing can be marked against the relevant checklist (for transcription) and responsive teaching notes can be updated (this is most likely to focus on adaptations for individuals/groups/cohort and compositional elements of writing).
- **Marking against the checklist can be as simple as ticking what is secure and circling what needs to be addressed. A comment may be written if needed. This will be carried out by the teacher in a blue pen.**

e.g.



There could be a comment or written prompt next to the circled digit to help remind the child and/or adult.
e.g. correctly modelled letter h or 'The letter h is a tall letter.



Use brackets, dashes or commas to mark

The comment may be supported by a model that you have written in the book (e.g. adding parenthesis punctuation into their writing).

- **Before their next piece of writing, at least one of the following will happen:**
    - The child will be prompted to look at the checklist to remind themselves of what they need to be careful with/improve
    - The child will have time to respond/make corrections in red pen
    - An adult will work with the child (1:1 or small group) to model an element of the transcription – this could be a quick 10 minute refresher.
    - Adaptations to lessons will be made to take into account errors that are more widespread e.g. a very quick recap of the spelling rule for adding 'ed' and 'ing' suffixes where the final consonant needs to be doubled followed by ensuring there are plenty of opportunities to use these words in controlled sentences as you move on with teaching the spelling programme.

- SENDCO will advise if children should use a different checklist to the one that aligns with their chronological age
- If any aspect of the checklist is left blank (not ticked or circled) it will be assumed that the teacher is aware that this area is not secure. The area may be left blank for 2 reasons:
    - Other areas have been identified as the child's most important next step. For a minority of children, they will have multiple areas that need to be secured. This could be overwhelming if they are all circled. The class teacher will make a decision about which areas to circle in order to highlight these to the children.
    - The class teacher has identified this a class-wide area of weakness. This will be shown in responsive teaching notes and subsequent lesson adaptation to save the teacher needing to identify this weakness in every child's book (this is most likely to be used in KS2).
- **Independent / assessment writing tasks –** Fab five and ETWW shared with children but not stuck into books. At the end of this piece of work chidlren will edit and proof read in prencil. Staff will not give verbal feedback during the session. Teachers will mark this piece of work using a blue pen and the codes below. Children will respond to this feedback the next day in red pen as a morning activity.
    - **Sp –** spelling
    - **P –** punctuation
    - **RR –** re-read
    - **H –** handwriting
- **Please do not highlight any of a child's work.** In isolation, this can be very misleading and cause misconceptions. You may be highlighting a word to show that you are pleased the child has used a conjunction. The highlight indicates that the word is 'correct'. However, it could be that letter formation, spacing, orientation to the line and speling are incorrect. The child has no way of knowing this as the highlighting tells them it is correct and accurate.

THE FAB FIVE

Year R Fab Five: Introduced in line with the progression in Extend Letters and Sounds in Year R.

- To be used with all children working at a Year R level (Step 3 phonics and below) for writing.
- The symbols represent:
    - pencil grip (this includes posture and position of paper)
    - letter formation (this includes orientation of letters in relation to other letters and the line, and the size of ascenders and descenders)
    - spelling (this includes all words within the phonics steps/sets that the child is secure at, and associated sight words)
    - spacing between words
    - punctuation (all taught punctuation, including capital letters)



Year 1 Fab Five: Introduced once posture, pencil grasp, paper positioning and pressure are secure towards the end of Year R and the beginning of Year 1.

- To be used with all children working at a Year 1 level for writing, (once the above elements are secured).
- The symbols represent (as above):
    - letter formation
    - spelling
    - spacing between words
    - punctuation
    - sense (my writing makes sense to whoever reads my work)



Year 2 Fab Five: Introduced in Year 2

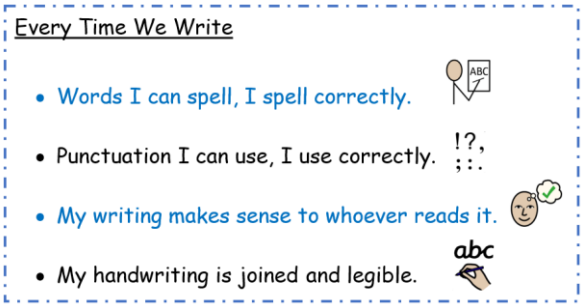
- To be used with all children working at a Year 2 level for writing.
- The symbols are the same as above. However, the thumb (letter formation) can be extended to include joining when the time is right for an individual child (a child must move on to joining once they are secure with correct formation but <u>before</u> printing has become automatic).
- The conjunctions on the palm are the conjunctions children are likely to use in Year 2. There is no expectation that children will be limited to these.



EVERY TIME WE WRITE

Introduced in Key Stage 2

- To be used with all children working within Key Stage 2 for writing



- This check list grows with the children. For example, 'punctuation I know' will be different for each year group and individuals within the same year group. It is essential the teacher knows and understands what learning is secured and can be independently shown by each child and that children understand these expectations.

ADDITIONAL GUIDANCE

Be Pedantic

- All adults will identify and address as many mistakes, errors and misconceptions as possible during the lesson through verbal feedback – mark this with a VF in blue pen on the child's work.
- This will reduce the amount that needs to be 'dealt with' through marking and feedback or lesson adaptations (including pre-teaching and over-teaching).
- Adults will read children's work as they write to quickly gage errors/mistakes that are class-wide and individual – stop the class/individual and address the issue
    - for errors, additional modelling may be required
    - for mistakes, the child or children just need a quick prompt and then should continue.

Errors vs Mistakes

Classroom staff need to be able to identify what is an error (the child does not have secure knowledge) and what is a mistake (the child is secure in the knowledge) as these will be addressed differently.

Error	Mistake
Language is not internalised yet	Language has been internalised
Incomplete knowledge	The child's knowledge is secure
Occur when learning something new	A result of carelessness, lack of attention or fatigue
Child will not be able to correct, even when the error is pointed out to them	Child can self-correct (or the teacher believes the child has the knowledge to be able to self-correct)

Additional marking

Other forms of written marking may include:

- A modelled correct example (e.g. of using a comma for a fronted; correctly formed/sized letter)
- Corrections within a paragraph for the child to the continue with
- Squared bracket around a section/paragraph with a prompt for the child to refer to when looking at the section again (when editing, children should be directed to a paragraph by the teacher, this way. The prompt may be verbal or whole class group).
- **To show the support a child has had, use the following codes:**
    - **EYFS/KS1/SEND: I – independent, S – supported**
    - **KS2: S – supported (there is no need to use I, this will be assumed)**
    - **VF can be used for more general verbal feedback. Again, consider the value of using VF as a prompt for the child if it is not alongside something that would help them remember the content of the feedback e.g. conjunctions / The pronoun I is always capital**

Checking spelling

- All children should have access to the correct grapheme chart and sight word mats for their age/stage. These should be available for all writing tasks and be the first 'port of call' during the writing process (EYFS – Year 6).
- All grapheme charts and word mats should be from the 'Extend Letters and Sounds' program or ELAN English curriculum. No additional/alternative word mats should be introduced for supporting spelling (EYFS – Year 6).
- If a child is unsure about how they should spell a word (in Year 2 and beyond), they should put a dotted line underneath it, e.g. spelling. They can check these spellings during proof reading or once they have finished their writing.
- Dictionaries and thesaurus can be used during proof reading and editing, not before. This applies to all year groups after children have been introduced to dictionaries and thesauruses in their class teaching. They should not be used before the children have been taught to use them, in line with the English curriculum.

Handwriting

- Until a child is able to write fluently and legibly at speed, with correct size and orientation of letters in relation to each other, they must be provided with a top and bottom line for all writing tasks.
- Once children can write fluently and legibly, still consider whether there are more appropriate resources that will support a child with their presentation, instead of expecting them to be able to write on plain paper (e.g. making a poster or a worksheet with blank boxes – children will struggle to maintain a high standard of presentation).
- Yellow guidelines must be used with guidance and removed before a child becomes reliant on them.
- Teachers must ensure that the use of yellow guidelines does not create a misconception about letter size (e.g. all letters sitting within the yellow band, including capitals and those with ascenders) through close monitoring and immediate intervention during lessons.
- All writing in books by adults must be correctly modelled. This is especially important for children who are learning how to form letters (EYFS, Year 1 and children with SEND):
    - Letters correctly formed
    - Letters are the correct size and orientation to one another
    - Writing is on the lines
    - Spacing between words and letters is correct
- When modelling handwriting, adults in Y2 and above should use the same narrative (patter) as teachers in EYFS and Year 1). This is all available in the Extend Letters and Sounds Program.
- Check pencil grip, posture, pressure and paper position as children write. In Year 3 and above, allow for slight anomalies in pencil grip (e.g. quadrupod grip rather than tripod) but intervene with grips that will become uncomfortable and cause strain.

CHART FOR MARKING AND FEEDBACK DURING THE WRITING PROCESS

	Before writing…	During writing…	After writing…
Adults	Revisit the checklist with the children – expect all children to engage. Direct children to look back at previous marking/prompts/checklists.	Actively observe (ensure all children have started writing, read the work of at least 5 children over their shoulder before any intervention). Be pedantic – anything not addressed in the lesson will need to be picked up after through marking. Stop class when common errors/mistakes are noticed as provide a reminder (if there is a misconception/lack of knowledge, it may be necessary to model the task again). Check on previously identified next steps. Written prompts e.g. letter formation in margin, modelled examples/corrections.	Identify which areas of the checklists are not secure (circle/tick). Identify immediate next step for individual children. Give feedback or address immediate next steps through marking/feedback or responsive teaching (e.g. adaptation to planning). Update responsive teaching notes re: identified next steps, misconceptions and common mistakes, composition and required intervention (this is on a class, group and 1:1 basis).
Children	Actively engage in the checklist e.g. by reciting it as a class using a visual prompt. Look back at previous work to remind themselves of previous prompts/areas of focus.	Use GPC and sight word mats. Keep checklist in mind. Put a line under words unsure about (sp). Make alterations based on verbal prompts from adults (being pedantic) both on a whole class and 1:1 level. Actively engage in the task for the duration of the allocated time.	Proof read and edit. Use dictionaries and thesauruses (KS2). Check spelling of dotted words (Y2+). Respond to feedback.