



## WHY IS MY CHILD’S BOOK NOT MARKED?

**You will notice that children’s work books are no longer marked in the traditional way.  
This is because the school is now operating a “whole class feedback model”**

### **Why are you doing “whole class feedback” and not marking my child’s book individually?**

The most up to date research shows that the impact of traditional and formal marking has very little effect on a child’s progress. Much of the time the comments are not read by the child, or they cannot read them, or they are not acted upon. This is a lot of teacher effort for very little gain. The school is wanting to do the best for each child, by freeing up teacher time to personalise planning for each child. Teachers look at books in every lesson as part of daily assessment. They make notes on how to further support or challenge the children who require additional input.

### **What, you’re never going to tick a book again?**

We will sometimes mark something traditionally, but this will probably be when the teacher is actually sitting with the child, rather than afterwards away from them. Teachers may still use the editing codes for writing and maths to swiftly address an error or misconception, although they are doing this verbally throughout the lesson anyway. Remember, teachers are still looking at each book every day, just not making a pen mark on it.

### **Is this possible with 30 children in a class?**

Yes. Because even though each child is an individual, many of them will have similar strengths and areas for development. Children identified can then be taught the next step in the following lesson – either individually or in a small group.

### **What about children who always get things right?**

If children are being challenged, they should not find their work easy. If the teacher identifies that a child has been consistently successful with a specific learning objective and they are able to explain their reasoning and can apply the skill or knowledge in a variety of contexts, the teacher will plan for their next steps in learning.

### **What about children who always get things wrong?**

Teachers continuously assess the children throughout lessons, adapting the support as they do so. Correctly pitched work should be challenging but within their capabilities.

### **But my child is in the top/middle/bottom group!**

Not anymore. The groups have been fluid for some time at Ashford Park Primary School, as we do not believe children’s abilities are fixed. However, our new way of ascertaining and delivering feedback means that groupings may change even more frequently depending on the progress they made in that day’s lesson. Teachers are planning responsively all of the time.

### **Surely teachers know what they’re doing before the week starts, how can they change it daily?**

Teachers know what they are teaching over the course of a term, and what they are aiming for the children to learn across a week. However, the fine details, the “who needs what next” is planned responsively, after each lesson, once every child’s book has been looked at. Teachers then plan for the next lesson, and because they now know what each child’s next steps are, they can plan the lesson to meet the needs of all of the children. Before, the children had to fit into the teacher’s plan (which meant there was a lot of pressure on the teachers to predict how each child would learn). Now, the teacher plans in direct response to the children’s learning needs.

### **Is this not just a big skive for teachers to get out of marking?**

It is certainly part of a wider drive nationally to reduce teacher workload. Teacher workload at this school will never be reduced at the expense of children’s learning. There are smarter ways to achieve better results, and when we find these, we will implement them.

### **My child thrives on knowing how well they did in a task. How will the teachers communicate this to them?**

At the beginning of every maths and English lesson there is whole class feedback. Teachers can show children good examples of learning by displaying them on the screen. They can also look at common errors and misconceptions and ask the children to look back at their own work to find whether they had these or not. Children doing this independently has far more impact on their learning than the teacher telling them. Throughout the lesson, teachers actively praise the children for their efforts: publically if they thrive on this, or privately during the lesson if they do not. Each teacher will know how best to deliver the feedback. Contributions by children will continue to be recognised and valued, including home learning tasks. This may be via house points, stickers, verbal feedback, Marvellous Me or certificates.

### **So what does the feedback look like?**

The Whole Class Feedback format is a one page document with clear headings to guide the teacher’s note-taking during lessons and when reviewing books. The whole time the teacher is looking at a book they are thinking “What are the next learning steps for this child?” The teacher makes their notes under each heading in order to plan next steps responsively for both individuals and groups.

### **What should I look for in my child’s book then?**

Look for their own corrections, look for something they got wrong one day, that was correct the next day. Most children should be able to tell you what they need to work on because they have on-going dialogue with their teachers about their next steps. Adults may make a mark in the margin from the editing codes, underline or highlight a word or sentence, or use a post-it to indicate a required action. We do not however have an expectation on frequency of such marks as they are just one of the many tools a teacher has to facilitate feedback between themselves and the learner. We trust our teachers to deliver feedback in the way that is best to move the learning on for the learners in their classroom. There is a high expectation for children to review, revise and improve their own work as suggested by the feedback given.

### **Is this just for years 1-6?**

Yes, but actually it builds very well on what has been happening in Early Years Foundation Stage for a long time. This is very much how EYFS works anyway.

Inspiring a Love for Lifelong Learning Whole Class Feedback	
UK:	Date:
Activity:	
Shown Clear Understanding/ Great Examples to praise and share:	Next Steps – Further Challenge:
Needs Further Support:	Next Steps – Further Support:
Common Misconceptions/Errors:	POTENTIAL Progress:
Presentation:	Incomplete Work: