

Upton Junior School

Effective Marking

Parent Guidance

Learning Objective and Success Criteria

Lo. To answer comprehension questions, which focus on technique.

Success Criteria:

- Scan the text for key words. ✓
- Read the whole section containing the key words. ✓
- Check how many marks the question is worth. ✓
- Make sure your response really answers the question. ✓

LO: To multiply decimal numbers by whole numbers using a written method.

SC: I have...

- ✓ set out my columns correctly, including the decimal point.
- ✓ calculated the answer.
- ✓ rounded the answer to the nearest whole unit.
- ✓ taken care with my presentation.

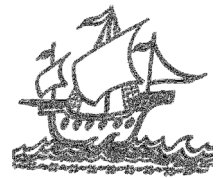
LO: To draw the hands on an analogue clock face accurately.

SC: I have...

- ... used a ruler to draw a straight line. ✓
- ... drawn the line from the centre point. ✓
- ... drawn the hour hand shorter than the minute hand. ✓
- ... positioned the hour hand correctly. ✓
- ... positioned the minute hand correctly. ✓

Learning objective
All lessons have a clear Learning Objective which is recorded by the child or provided on a sticker.

Success Criteria
Every lesson has a Success Criteria. These are either prepared before the lesson or generated as a class. Success Criteria help the children understand the steps they need to take in order to achieve their Learning Objective. These are referred to throughout the lesson and acknowledged at the end of the lesson/ during the marking and ticked off



Challenge Stickers/ Activities

Challenge!

Find 5 errors:

His ^{scarp} ^h his cip was a button his belt was /
Elastic ✓
an lastic band. $\frac{4}{5}$

Capital letter x 2	<input checked="" type="checkbox"/>
Spelling x 2	<input checked="" type="checkbox"/>
Full stops x 1	<input checked="" type="checkbox"/>

Maths Challenge

CHALLENGE
What is D
He were
 $\frac{1}{2}$

Super Challenge!
Try Section C
of Maths on
Target.

Challenge activity:
do this work if you feel
confident with the
activity you have just
done.

Challenge!

Remember:
100cm = 1m

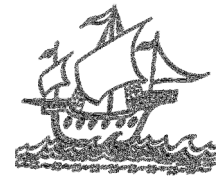
Convert these centimetre lengths to metres

200cm = 200 m	50cm = 0.50 m
150cm = 150 m	510cm = 510 m

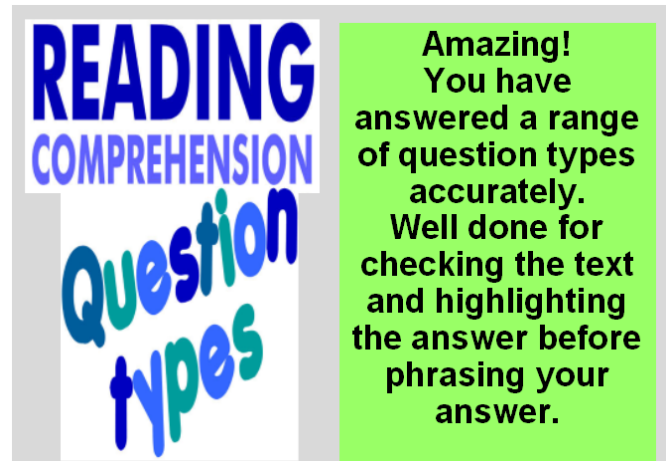
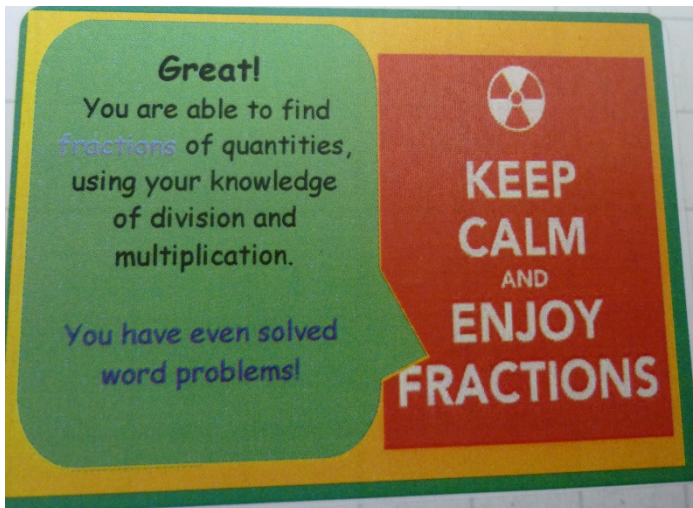
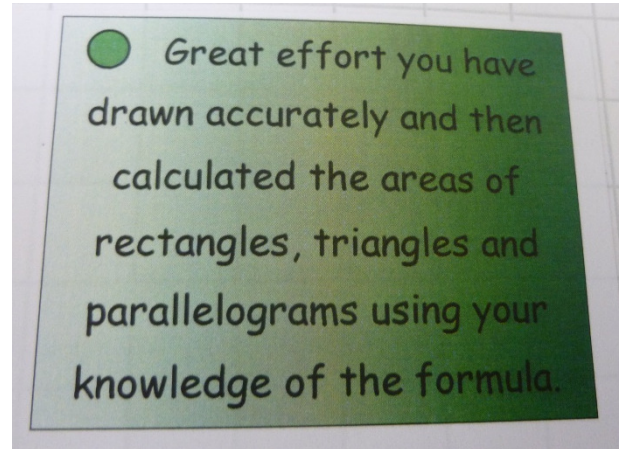
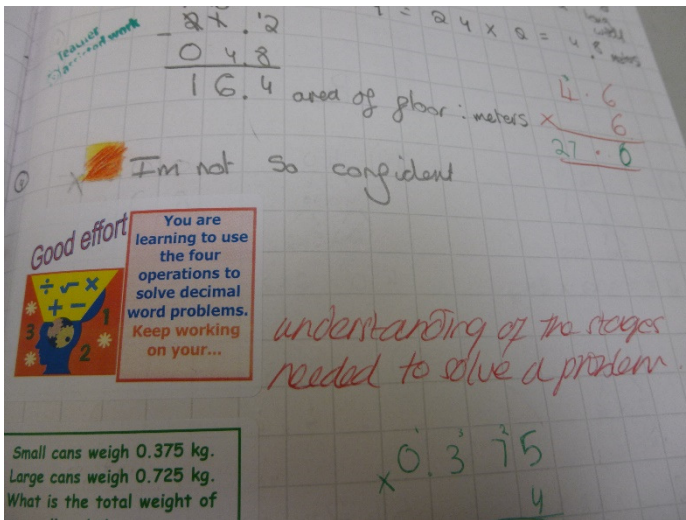
I have
chosen
section
C

Challenge stickers

Within your children's books there will be challenge stickers. These will either be at the start of a piece of work stating they have begun on a more challenging task through self-choice or during a lesson if they progress on to a more challenging task or activity.



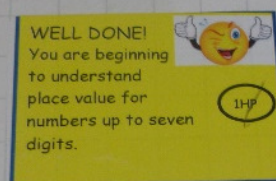
Marking Sticker



Marking sticker

Every lesson will have a marking sticker. This will identify how successful children have been in achieving their Learning Objective.

Marking Stickers as with all stickers are unique to each teacher but are mostly colour coded to show success. These will either be green or amber, with a next step or further support in red pen.



Great work today. You have become muddled when adding 30,000 to a larger number.

Example ✓

$$\begin{array}{r} 30000 \\ + \quad 813 \\ \hline 30813 \end{array}$$

Self-Assessment - English and Maths

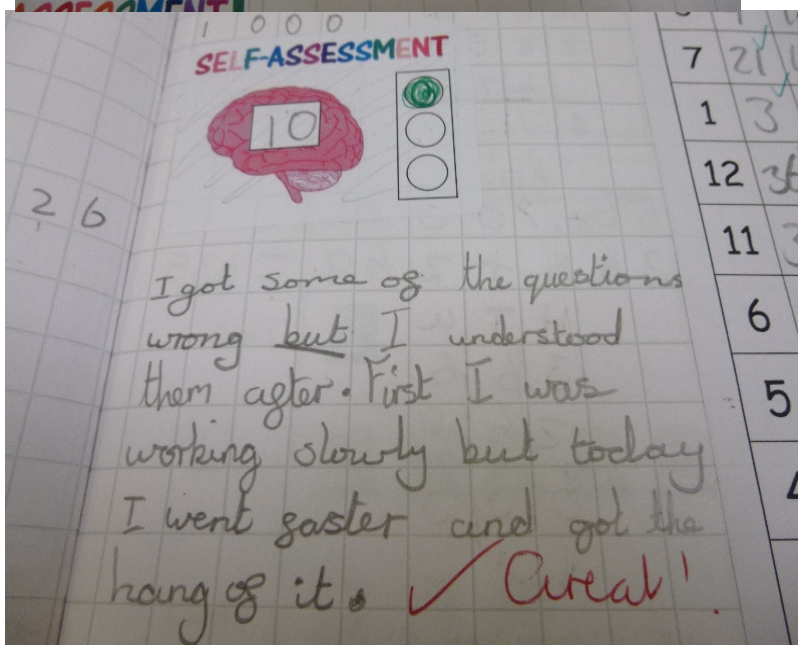
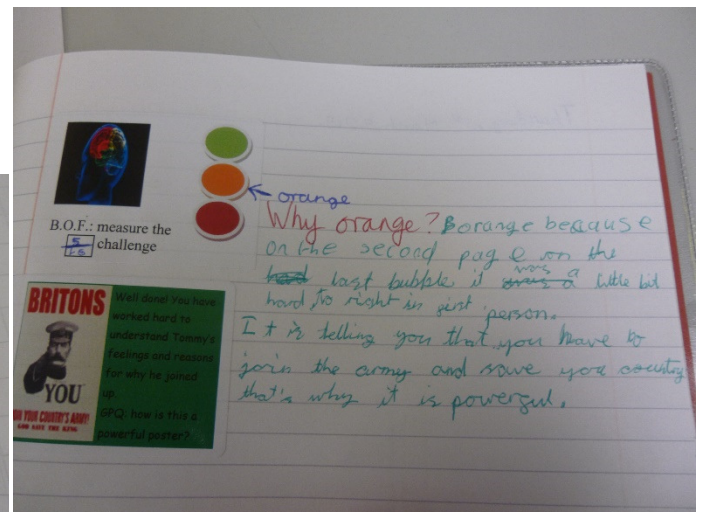
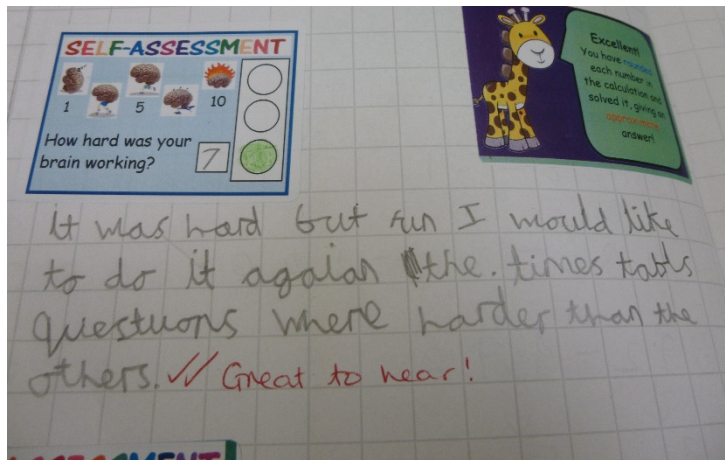
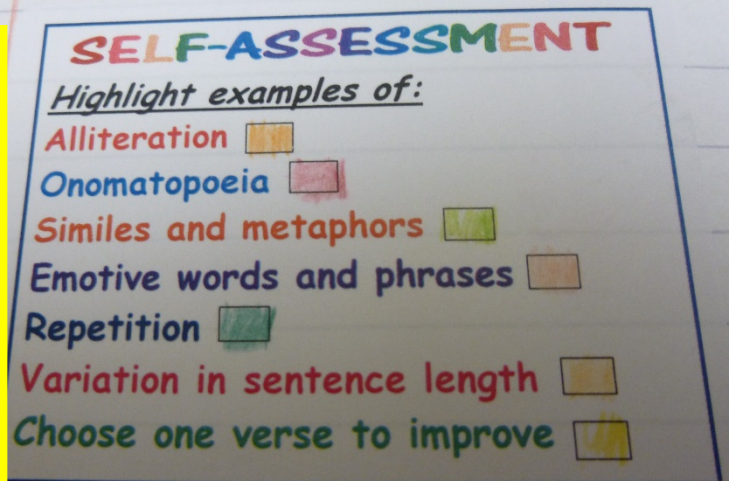


Self-Assessment

Self-Assessment stickers/ tasks should be completed when appropriate at least once every two weeks.

These can be during a lesson or at the end/ beginning of a topic.

Self-Assessment encourages children to identify strengths and areas to improve with in their own work.



Examples of Self-Assessment are shown here. These can range from BOF (A numerical scale from 1-10 on which they can rate how much effort they are putting into their learning), a traffic light assessment (showing how well they understand) to tasks which relate to the lesson or activity undertaken.



Self-Assessment English and Maths

*Lots of love,
Gretel,*

*Just, in D.F. after 'I will see you in the next course
the foreseeable future'.*

SELF-ASSESSMENT

1. Look at your personal writing target. Underline or highlight where you think you have met it.
2. List the high level vocabulary you have used.
3. Choose part of your letter to improve. Put a * next to it.

2. *Immensely, disband, atrocious, absolutely, spectacular, utterly, obvious, foreseeable future, perplexing, pronounced.*

3. *Anyway I'd better be writing off now, I hope I will see you soon and hope you can write back to me to suggest what I should do.*

SELF-ASSESSMENT

What have you most enjoyed in learning about fractions?

I liked doing 'To find a fraction of an amount' because I started to get it. I'm not saying I'm doing it because I found it easy, I did enjoy it.

How confident do you feel about fractions now?

I feel confident about fractions because at the beginning I didn't understand at all. NOW I understand.

What are your next steps for learning about fractions?

To feel confident about a fraction well. To try my hardest at dividing.

An acute is smaller than a right angle. ✓

An obtuse is bigger than a right angle. ✓

This is a right angle.

In addition to the other strategies used for Self-Assessment, at Upton we encourage the children to use, the 'thinking hats' allowing them to consider different areas of thinking. These include, facts, positives, areas to develop and feelings.

Peer Assessment - English and Maths



Peer Assessment

As with self -Assessment, these should be completed once every two weeks.

and will be decided by the whole family not family members.

PEER-ASSESSMENT

What was your partner's target for this piece of writing?
Did they meet it?
Can you find examples of the focus being met?
Can you find something for them to improve?

This piece of writing has been:

- Peer marked
- Self marked

Purple polishing time against SC.

Ben Met his target to use highlevel vocabulary
Ben used words like: Consideration, required and conquest
Ben needs to use commas for additional clauses/phrases

Friday 26th

CSI

CO-OPERATE SUCCESS IMPROVE

POLICE **PC**

INSPECTOR ginn

INSPECTOR F. me

INVESTIGATED THE WORK

What is a SUCCESS?	What could be IMPROVED?
paragraphs at beginning middle and end adjectives	note for punctuation wow words adjectives

This allows the children to look through another's book to identify strengths/ areas to develop. This in turn helps them to find success in their own work and identify areas which could be improved.

Friday 6th February 2015.

PEER-ASSESSMENT

Find and highlight examples of High-level writing in you partners work. Tick off against the success criteria.

Judge: Have they over-used punctuation? Does their writing flow well?

and' too much! (you use

You have used excellent range of punctuation, Commas, Question marks and esclation marks. Also you have used wow words, connectives and openers, you have added some extra information in your sentences. You have used varied sentence lengths too.

Thank you for letting me read. Well done
from Lucy

I used this colour.

Now you can see the shop and A. Jollet is looking for a big eye
 Please read your opening - the bear was killed!

PEER-ASSESSMENT

Look back through the writing.
 Make a list of the features of the genre that your partner has used.
 Give examples.

Well done you have included
 good openers
 adjectives
 paragraphs and you have used past tense. I couldn't find ~~was~~ sub headings and I couldn't find very many full stops. Thank you for ~~not~~ letting me look at your work!

Rules for peer assessment:

1. Identify strengths of the work before moving on to areas for improvement.
2. Try to make comments descriptive rather than judging.
3. Make sure your feedback can be clearly understood.
4. Make sure it is easy to read.
5. Always finish by saying 'Thank you for letting me look at your work from...'

PEER-ASSESSMENT

Watch your partner's PowerPoint Presentation. Using the 'Peer assessment' prompts celebrate three positive aspects and one improvement your partner could make.

I like this work because you have included great pictures, lots of information and I really liked your fun facts. Next time you might like to add a bit of animation in your work.

Thank you for letting me look at your work. Laba !!

PEER-ASSESSMENT

My partner has created a question for me that is similar to, but slightly harder than, the ones we have done in class.

Children respond well when a partner has identified an area to develop and this helps to create a culture of ongoing improvement and editing.

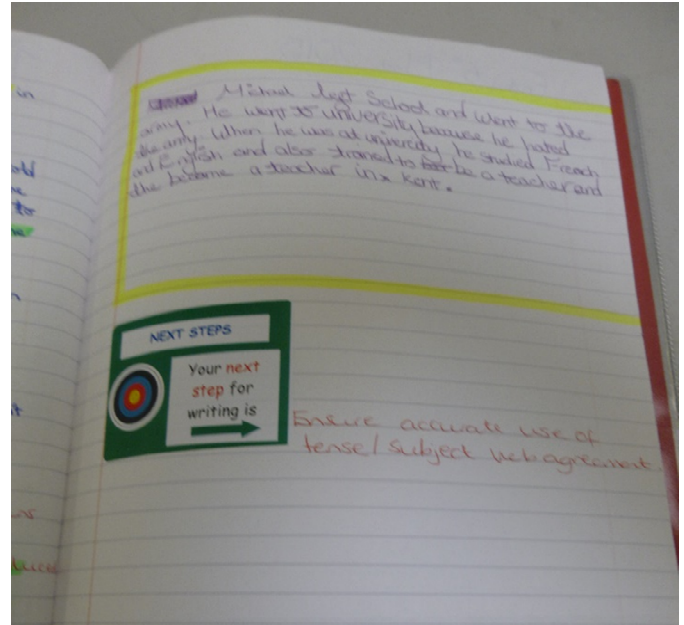
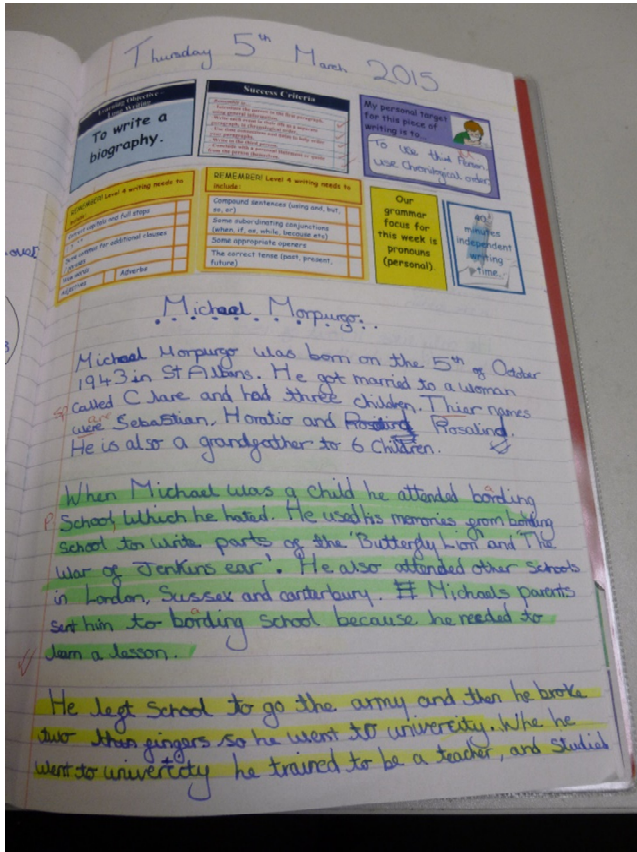
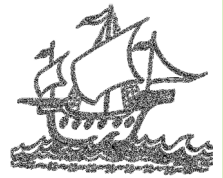
PEER-ASSESSMENT

What has your partner done well?

What can they improve for next time?

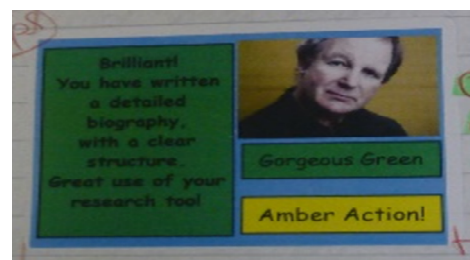
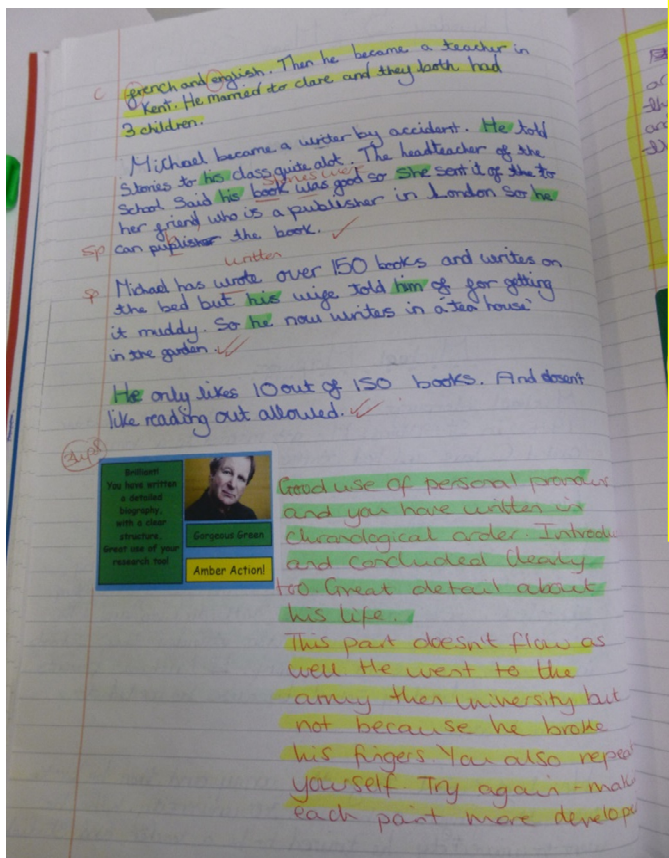
We had a class discussion about peer assessment and gave verbal feedback.

Gorgeous Green, Amber Action and Purple Polishing.

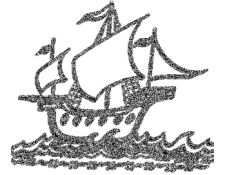


Gorgeous Green, Amber Action (GG, AA)

For a writing task, teachers will mark using Gorgeous Green and Amber Action. Looking through the work, the teacher will identify at least three aspects which are gorgeous - linked to SC/ Spag focus (or generally good for the child) - teachers may choose to write these at end or in the margin next to pieces highlighted.



Purple Polishing Pen



Mum kept on calling me!! For chips.
I felt ~~sad~~ sad because I
had to leave the match.

alone x3 alone alone alone

Independent writing following discussion in pairs and as a group to gather ideas based on text read.

LO: To write a persuasive article focusing on the purpose and audience.

WHAT BEST? (Level 4 writing needs to include)

Correct spelling and full stops	<input type="checkbox"/>
Some names for address and places	<input type="checkbox"/>
Use words	<input type="checkbox"/>
Adjectives	<input type="checkbox"/>
Adverbs	<input type="checkbox"/>

persuasion

- use adjectives to describe feelings and emotions
- use interesting phrases
- use metaphors and similes
- use connectives to explain and connect my ideas
- included informal language
- use exaggeration
- thought about the audience

SC: Have fun!

My focus for this piece of writing is to **persuade**.

I like the title because of the describing words for pony.

Become bestfriends with your fabulous/ beautiful pony!

Naturally I feel that horse riding is the most Spectacular Sport EVER!! Because you become really healthy and at the same time you are making friends I believe that everyone always has fun in horse riding. When I get on a horse I feel VERY VERY excited. EVERYBODY knows that horse ridings are the best so lots of them tried it and they love it! so why dont you have a go?? Although not every body would say I ~~of~~ ^{would} say that horse riding is ~~an~~ ^{an} outstanding sport!

In addition to this they will identify one aspect in amber to be improved in some way.

The child is then told through a red pen comment how to improve this section in an amber box using purple pen completed during the next lesson.

I pulled my boates that ~~scarcely~~ ^{scarcely} gloves scarce and coat and dust of. Eventually I found the Palace. I dropped down on the floor. I found my mum ~~duke~~ ^{duke}.

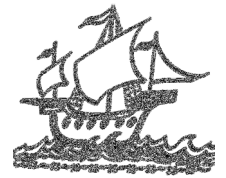
A fantastic start to your story, Keeley, and you've made some great choices with your words. Well done!

Try to bring your story to a proper ending. How do you get back?

So I got myself up and set off. It took a mile until I got to my mummy. it was amazing. the fireworks were so loud.

this part of my healthy because

Green Pen Questions



GPQ

The majority of lessons should have a GPQ (green pen question). These should relate to the learning from the lesson taught. It could be a misconception the children held, an area they struggled with or help to challenge learning further.

GPQ: What is 28 multiplied by a) 10 b) 100 and c) 1000?

Challenge GPQ:

What is 2.8 divided by a)

method to solve an estimation question. This will save you valuable time!

GPQ
Round to the nearest 10:
16✓ 165✓ 1654✓ 81.5✓

Round to the nearest 100:
61✓ 156✓ 951✓ 505✓

8 ~~48~~ 72✓
10 30 60 90

16 - 20 ✓
165 - 170 ✓
1654 - 1650 ✓
81.5 - 80 ✓

61 - 100 ✓
136 - 200 ✓
951 - 1000 ✓
505 - 500 ✓

Great!

Fantastic
You have recorded the temperatures and calculated the difference between them.
Well Done!

GPQ: Using a number line, show the difference between:
A) -7 and 32
B) -4 and 12

12 + 4 = 16

2) b) -4 and 12 = 16

A) a) -7 and 32 = 39

Number line for A) a) -7 and 32: A number line from -7 to 32 with jumps of 7, 12, and 12. Total distance is 39.

Number line for B) -4 and 12: A number line from -4 to 12 with jumps of 4 and 8. Total distance is 12.

32
- 7

25
+ 12

37

GPQ Prepositions:
Underline the prepositions in this sentences.
The bike was inside the shed, next to an old wheelbarrow and in front of the bench.

Great Work!
You have carefully checked, understood and used the new words correctly.

GPQ: Can you write a single high level sentence using both 'possessions' and 'dismissively'?

My Sister took my old possessions that I didn't want so I just forgot it dismissively.
↓ up level

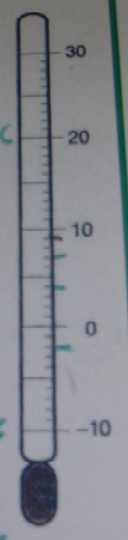
Dismissively I forgot about my possessions that my Sister had taken.



The temperature on the thermometer shows -2°C .

a) What is the new reading if there is a 6°C rise in temperature?

b) By how much does the temperature have to rise to show 9°C ?



ordinates given and then worked out the missing vertices.


4th vertex = $(1, 1)$

GPQ: Plotting and reading co-ordinates

What is the 4th vertex of a square if these are the other 3? $(-2, 1)$ $(-2, -2)$ $(1, -2)$

Questions range in style but will all be answered with a green pen. These are completed when the children begin their next lesson and can help to settle the children and prepare them for the learning ahead. .

GPQ
Write a set of instructions for using a protractor to measure an angle.



- 1) get your angle and your protractor out.
- 2) place the protractor on the dot of the angle on the base line.
- 3) then follow the line up the protractor and that number is the angle.

Super Create angles of pentagons find interior angles of octagons

GPQ:

What is the area of a right angled triangle with a height of 17cm and a base of 8cm?

