



Building a bright future for myself, my school and my community.

St Mary's CE Primary School

'Why Is My Child's Work Not Marked?'

You will notice that your child's books are not regularly marked in the traditional way.

This is because the school is now operating a whole class feedback model: 'Efficient + Effective = Progress'

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 is very little on a child's progress. Much of the time the comments aren't read by the child, or they can't read them, or they're not acted upon. This is a lot of teacher effort for very little gain. The school wants to do the best for each child, by freeing up teacher time to plan next steps for each child individually. Teachers have to and will look at children's work every day, but they will be making general notes for the class as to who needs what next, rather than individual highlighting or comments or ticks.

What, you're never going to tick a book again?

No, 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. And if a teacher wants to make a quick comment about something fantastic (or not so fantastic) that they see in a book they may still do that. Remember they 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 weaknesses after each lesson. Those children can then be taught the next step together in the next lesson.

What about children who always get things right?

They shouldn't! If they are being challenged, they shouldn't find their work easy and this will be noted by the teacher and the next steps planned for.

What about children who always get things wrong?

Again they shouldn't, if the teacher is pitching the work correctly it should be challenging but within their capabilities.

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. But the fine details, the "who needs what next" is done 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 exactly what each child needs, they can plan the lesson to meet those needs.

Is this not just a way for teachers to get out of marking?

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



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

The beginning of every maths and English lesson is whole class feedback. Teachers can show children good examples of work through putting it up on the screen. They can also look at common errors and misconceptions and ask the children to look back in their own work to find whether they had these or not. This is a far more important skill to learn than the teacher telling them. This is also the time when children will receive praise for their efforts. Each teacher will know which the best way to do this is.

So what does the feedback look like?

It is a sheet of notes on a format for the teacher to use when they are checking the 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 on the formatted sheet to ensure all areas are covered. Although they may be monitored by phase managers and leaders, they are completed in order to enable every child to make good or better progress by matching the next learning to the needs of each child.

See image for details.

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.

What if I want to know more?

Please speak directly to your child's class teacher if you would like to know more or if you ever have any questions about your child's progress at school.

Mark sheet for _____ Date: _____ Class _____

Praise 	What went well  <small>What went well</small>	Presentation 
Concerns 	Misconceptions 	Incomplete work
Even better if...		 Even better if: