

Possible planning sheet in which success criteria lead

Subject	Learning intention	Context	Success criteria	Organisation	Notes for future planning

Examples of planning for success criteria

Numeracy	To write a recount	Castle visit	Remember to: <ul style="list-style-type: none"> ■ include an intro (who, when, where, why) ■ present main events in order ■ write in past tense ■ describe the events ■ finish with a reflective sentence
Literacy	To write an accurate summary of a text	A teacher's report	Remember to: <ul style="list-style-type: none"> ■ choose key facts ■ use concise language ■ use appropriate vocabulary ■ write as a paragraph
Literacy	To write an informal letter showing author's empathy	Evacuee letters	Remember to: <ul style="list-style-type: none"> ■ use appropriate format ■ reflect the character's feelings ■ use a 'chatty' style
Literacy	To be able to use questions appropriately	Little Red Riding Hood	Remember to: <ul style="list-style-type: none"> ■ ask a question about the story ■ make sure the question needs an answer ■ put a ? at the end
Literacy	To use non-finite verbs and adverbs in sentence openings	Adventure action story	Remember to: <ul style="list-style-type: none"> ■ start with a verb + 'ing' ■ add an adverb
Numeracy	To calculate the passing of time in five-minute intervals	Clocks (practical and worksheet)	Remember to: <ul style="list-style-type: none"> ■ count from the minute hand ■ stop where the minute hand finishes ■ count in fives ■ go clockwise
Numeracy	To understand the difference between odd and even numbers	Pairing with practical apparatus	Remember: <ul style="list-style-type: none"> ■ to sort the numbers into groups of twos ■ if there is a remainder the number is odd
Science	To know the meaning of the terms 'translucent', 'transparent' and 'opaque'	Shining light through materials	Remember to: <ul style="list-style-type: none"> ■ use the light source ■ decide which group the material belongs to

Feedback strategies: audit

1 = difficult/little impact 10 = easy/high impact

<i>Teacher: giving written feedback</i>	Manageability	Impact on child's learning and progress	Verdict
Marking secretarial features, sometimes including codes.			
Acknowledgement marking, e.g. initialled or ticked			
Summative comment relating to learning intention.			
Highlighting success and improvement needs against the learning intention.			
Comment on child's personal target.			
Emotional response to work.			
Comment intended for teacher's assessment or planning record.			

<i>Teacher: giving oral feedback</i>	Manageability	Impact on child's learning and progress	Verdict
Summative response, e.g. right answer			
Formative dialogue, e.g. delving and questioning			
Shared whole-class or group marking with teacher leading			
Going through previously marked work with one child: ■ secretarial features ■ success and improvement			
Marking in conference with one child: ■ secretarial features ■ success and improvement			

Feedback strategies: audit (*continued*)

1 = difficult/little impact 10 = easy/high impact

<i>Child marking own work</i>	Manageability	Impact on child's learning and progress	Verdict
Marks own closed exercises			
Edits own work (secretarial features only)			
Identifies where personal target has been met			
Identifies where success criteria have been achieved			
Identifies where improvement could be made against learning intention/success criteria and makes improvement			

<i>Response partners</i>	Manageability	Impact on child's learning and progress	Verdict
Swap work and mark closed exercises			
Edit written work (sec features only)			
Identify positive aspects only			
Identify successes and improvement needs against learning intention			
Present paired marking decisions to class or group			

Commentary on feedback audit

Teachers' written feedback

Most time is traditionally spent marking **secretarial features** such as capital letters and full stops and punctuation, even though research shows that children's achievement is greater if the teacher's feedback focuses on the learning intention of the task. Children have many opportunities in the Literacy Hour to practise skills where the focus of the learning intention is spelling or punctuation, so we do not need to make this the focus of every piece of marking. Giving children too many criteria to focus on, and then later feedback about those criteria, causes demoralisation, puts children off writing and deters them from tackling adventurous words and keeping their focus on the learning intention of the piece. To develop specific writing expertise, learning intentions need to be precise and many pieces of writing need to be short and focused, so that aspects of writing are explored in depth (e.g. different types of cliff-hanger endings, persuasive language in a letter, etc). Any changes in emphasis in marking should be clearly communicated to parents and governors, citing research findings and explaining how spelling, etc, will be taught in places other than marking.

Acknowledgement marking, such as ticks and initials, has little impact on children's progress. However, it implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

A **summative comment** relating to a knowledge, skill or concept learning intention is not particularly worthwhile for children, because it usually makes them reluctant to consider any element of improvement. Those who do not attain the learning intention feel demoralised. A summative comment on an application learning intention is much more helpful, because it shows children where they have got to so far.

Highlighting success and improvement needs against the learning intention and then asking for some small improvement is rich in its impact on children's writing and their attitude to improvement and learning, but is time-consuming for teachers, especially at the beginning. This should be seen as 'quality marking' which would not take place for every piece of work. With training and modelling by the teacher, children can be encouraged to mark their own and each other's work using this approach, thus avoiding time management problems. If quality marking replaces secretarial marking, the same amount of time will be spent.

Where individual targets are used, commenting on the development of a child's personal writing target is worthwhile and manageable if it is only done occasionally. Children should be encouraged to track their own targets by tallying each time they meet it in a piece of writing, thus relieving the load for the teacher and giving children more control over their learning.

Personal, emotionally-based marking comments should be written at the teacher's discretion. Some children, especially those with special needs, seek confirmation from the teacher that they are achieving, and this can be fruitful. However, in order to aim for intrinsic motivation, we need to be sparing in our congratulations, encouraging children to identify their own successes first, then celebrating with them. *Over-praise* can produce 'praise junkies' and a dependency on the teacher's approval.

Written comments intended for **teacher's planning** rather than as feedback to the child should only be written if useful for the teacher and it should be made clear that they are not messages meant for the child to act on. However, once children can read, these could be demoralising, or at least make children feel uninvolved in the learning process.

Teachers' oral feedback

Responding to children in a whole-class setting by giving right or wrong answers is a necessary aspect of teaching, as children need to know this. However, it is only through formative dialogue (often following summative feedback) that any diagnostic, evaluative thinking will be developed. More emphasis should be put on questioning and delving, therefore.

A powerful model for marking is whole-class or group marking of one piece, with the teacher leading, but inviting children's contributions so that the piece is marked through a process of discussion, analysis and modelling. Children are more able to take ownership of marking for themselves if they have been involved in shared marking. Sessions of this kind should be worked into planning so that children can benefit from the experience on a regular basis.

Marking face to face with one child is very difficult to manage in a class setting, but is more manageable in Reception and Year 1 classes, where children do not generate so much writing at a time. However, where writing tasks continue over several sessions, it can sometimes be possible to mark alongside children. The most fruitful strategies seem to be (a) explaining previously marked comments which have established success and improvement against the learning intention (necessary with a few children who can't read marking comments while the rest of the class is making their improvement), or (b) conferencing and marking the work with the child, using the same approach but marking together. Going through secretarial features in conference with one child can also be useful, as the child has a chance to identify errors first. However, see above for warnings about demoralising and overwhelming children if there are too many errors which will not be remembered for future work.

Children marking their own work

Children marking their own closed exercises has little impact on their learning, if the reasons for their wrong answers are unknown, but is valuable in saving the teacher time. However, marking their own work while the teacher goes through the answers and processes orally can be extremely useful. It is better for a child to complete, say, only two questions but then learn more about the skill or concept during the whole-class marking, than to spend time doing more questions wrongly with no hope of finding out the right answers or the correct methods. Some misconceptions get laid down because children have practised them so many times!

Asking children to edit their own writing for secretarial features is common practice in schools, but often has limited value. If children are told to check for all spelling and punctuation errors, they are likely to be faced with a lengthy and almost impossible task of looking up words in dictionaries and finding out what they do not yet know. It is more profitable to ask children to check their work for things which they *know* are wrong. Reading aloud is especially effective in helping children identify unintended mistakes.

Getting children to take ownership of their marking is a slow process which begins with teacher modelling, shared marking and the teacher's own quality marking against the learning intention. The first step is to ask children to decide on the parts of their writing they like the most, leading to identifying success against the learning intention, then on to deciding where they could make an improvement against the learning intention.

Paired marking

As with children marking their own work, it saves teacher time if children swap work and mark each other's, but can be demoralising and stressful if the partner is not trusted. It is better, therefore, to allow children to mark their own work only. Correcting errors as they go along does no harm – in fact it shows a natural instinct to get things right.

Similarly, paired children editing each other's work for secretarial features can be a merciless process unless strict ground rules are established. Looking for errors means the focus is essentially negative. Identifying, in pairs, positive aspects, then success against the learning intention, then where improvement could take place against the learning intention is more positive and will have a far greater impact on children's learning and progress. These steps need to be taken one after the other rather than all at once, so that children can thoroughly consolidate their analytical and evaluative skills as they go along.

Improvement prompts

Range of prompts	Learning intention	Extract from child's writing	Reminder prompt
<i>Why...? (justifying a statement)</i>	To write a letter giving reasons for things you say.	<i>'It was dismal.'</i>	Say why you thought this.
<i>How did you/s/he feel?</i>	To retell a story showing people's feelings.	<i>'Nobody believed him.'</i>	Say how you think this made him feel.
<i>Add something</i>	To use effective adjectives and adverbs in an account.	<i>'Jason was trying to distract him, but the dragon was too strong.'</i>	Use more adverbs and adjectives here.
<i>Change something</i>	To use effective adjectives in a description.	<i>'He was a bad monster.'</i>	Think of a better word than <i>bad</i> .
<i>Tell us more</i>	To introduce a character in a story opening.	<i>'James went to school.'</i>	Could you describe James?
<i>What happens next?</i>	To write a middle and end from a given start.	<i>'At last the merman saw the mermaid.'</i>	How is your story going to end?

<i>Scaffolded prompt</i>	<i>Example prompt</i>
Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: <ul style="list-style-type: none"> ■ It was dismal because I was bored all the time. ■ I found it dismal having only my granddad to talk to.
How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? <ul style="list-style-type: none"> ■ Angry that people did not trust him. ■ Annoyed with himself for lying in the past. Your own ideas?
Let's use some adverbs to describe how they fought. Fill in the words: Jason tried _____ to distract him, but the dragon _____ly used his strength to get past. Jason stabbed his sword _____ly into the dragon's nearest side.	Improve the fight by using one of these or your own: <ul style="list-style-type: none"> ■ The dragon's tail lashed viciously, cutting Jason's flesh. ■ Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.
What kind of monster was he? Change bad for a word which makes him sound more scary. Write it in the box.	Try one of these or your own instead of bad: <ul style="list-style-type: none"> ■ ferocious ■ terrifying ■ evil
What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a	Describe James's character. Perhaps: <ul style="list-style-type: none"> ■ James was a kind, likeable boy with a great sense of humour. For instance.... ■ James was often excitable and noisy but would be quiet and serious when he was working.
What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: <ul style="list-style-type: none"> ■ 'I love you' said the merman. The mermaid took his hand and they swam away. ■ The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.