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| **Subject:** | **English** | **Teacher:** |  | **Date:** |  | **Class:** | **Year** |

 **Work Sample Form**

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| **Marking is up to date (in-line with policy) including marking for literacy.** | **Is quality success criteria and modelling being used?** | **Quality of learner’s work is consistently improving.** | **Evidence of challenge and use of key terminology** | **Evidence of support for weakest learners.** | **Homework being set.** | **Presentation of learner’s work- is it being challenged?** | **Peer and self-assessment is used effectively?** |
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| **Quality of Written Comment** | Evidence of assessed pieces of work and current cycle assessments. Marking is detailed, specific and having impact. Pupils take responsibility for their work using written comments to secure improvement. Over time books show that mistakes are being eradicated or significantly reduced due to the precise nature of feedback driving improvement. High quality modelling and/or success criteria is used routinely to help to set the standard for what pupils are aiming to achieve. Books contain various useful examples and advice points which are an aid to future learning. Work is appropriately challenging for all. Support is in place when needed. | Evidence of assessed pieces of work and current cycle of assessments. Most marking is detailed and specific so that pupils can use it to improve their work. Comments are personalised to address individual pupil need and pupils use these to secure improvement. Pupil work is of a consistently good standard. High quality modelling and/or success criteria is used to help set the standard for what pupils are aiming to achieve. Work is challenging for all. Support is in place when needed. | Evidence of assessed pieces of work and current cycle of assessments Not all comments are specific enough to ensure pupils’ individual needs are securely addressed. Comments are not always enhancing effective pupil response. Pupil response to feedback may not be consistently embedded and feedback given may be varied. Modelling or success criteria is not yet embedded, so pupils do not know what they are aspiring to achieve consistently. Some work is challenging, but it is not yet consistent. There is evidence of some support to scaffold learning when needed. |
| **Quality of pupils’ responses & Progress Over Time** | There is clear evidence of pupils editing their work and responding to varied feedback to make improvements. Pupils take responsibility for the quality of their work. They identify areas of development in their own work. Comments are enacting change to impact on learning. Pupils take pride in their work.Every pupil makes at least good, and some outstanding, progress relative to their starting point. All pupils acquire knowledge develop understanding, learn, and practise skills exceptionally well. | Time is clearly given in lessons to edit and respond to feedback. Pupils are able to reflect on this and improve their work. Pupils are showing through their own editing and response that it is having impact on their learning and securing understanding. Pupils are challenged to take pride in their work.The majority of pupils make at least good progress given their starting points and some make outstanding progress, with nothing that is inadequate.Pupils acquire knowledge, develop understanding, learn, and practise skills well. | Pupils are able to use feedback to improve or add to their work. There is clear evidence that this is carried out regularly. Pupil’s response to this is not yet fully consistent/embedded. Missed opportunities to secure understanding. Pupils are encouraged to follow the rules of presentation.Pupils make expected progress given their starting points and some, though not the majority, make good progress. No particular groups make inadequate progress in the lesson.The extent to which pupils acquire knowledge, develop understanding, learn and practice skills is not yet good so requires improvement. |
| **Marking for literacy and technical accuracy** | Relevant codes are consistently applied to highlight inaccuracies. Pupils use this to inform corrections e.g writing their spellings out, correcting capital letters and addressing mistakes. Overtime marking is aiding accuracy and raising expectations. Pupils are given advice on how to remember key spellings etc for example mnemonics. | The relevant codes highlight inaccuracies so that pupils are able to use this to improve their work. Over time marking is securing improvement and there is a strengthening expectation of accuracy. | The relevant codes are used to highlight inaccuracies where relevant. There is consistency in the use of codes. Over time inaccuracies are identified but missed opportunities to strengthen and raise expectations in the accuracy of work are apparent. |
| **Misconceptions** | Marking and feedback is addressing misconceptions and enabling pupils to secure understanding and address errors. Advice and re-teaching through activities is evidencing strong progress over time. | Marking and feedback is addressing misconceptions and enabling pupils to secure understanding. Many errors are being addressed, Advice and re-teaching through activities is evidencing good progress over time. | Marking and feedback is identifying misconceptions and advice is generally enabling pupils to secure understanding, but often further action is required to address them. Though there is some re-teaching through subsequent activities. Progress over time is not yet secure. |
| **Homework** | Appropriate and regular homework contributes well to all pupils’ progress. It builds on or consolidates learning, deepens understanding or prepares pupils for work to come. It is rigorously planned as an integral and necessary part of the learning sequence. | Appropriate and regular homework is routinely set and marked in line with the school policy and contributes well to pupils’ learning. It is linked to the learning sequence and contributes to learning in lessons. | Appropriate homework is set which contributes reasonably well to pupils’ learning. It does not form part of a teaching sequence.  |

**Curriculum Coverage**

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| **Questions to consider:** | Evidence | RAG |
| Is the planned curriculum being taught? |  |  |
| Is it clear that pupils know more and remember more? |  |  |
| Are pupils drawing on a wide range of knowledge? |  |  |
| Are pupils learning what teachers want them to learn? |  |  |
| Does pupil work support them to achieve the desired end points? |  |  |
| Do pupils have the pre-requisites to help them move forward in their learning? |  |  |
| Can pupils apply these to more complex tasks? |  |  |
| Do pupils practise enough examples? |  |  |
| Do teachers revisit prior learning? |  |  |