| **Focus questions**  | **Consistently shown throughout book** | **Occasionally shown but not consistent** | **Not enough evidence** | **Comment**  |
| --- | --- | --- | --- | --- |
| **Is there evidence of progress since the beginning of the academic year?** |  |  |  |  |
| **Is pupils’ work marked regularly?** |  |  |  |  |
| **Does the marking relate to learning objectives?** |  |  |  |  |
| **Does the marking identify pupils’ strengths and make explicit what they have done well?** |  |  |  |  |
| **Does the marking provide explicit guidance for pupils on how to improve, in relation to their targets?** |  |  |  |  |
| **Does the marking provide MAD opportunities?** |  |  |  |  |
| **Does the teacher encourage regular two way dialogue in the marking?** |  |  |  |  |
| **Have pupils been given opportunities to revisit/correct aspects of work they misunderstood?** |  |  |  |  |
| **Have pupils conducted self-assessment?** |  |  |  |  |
| **Have pupils conducted peer-assessment?**  |  |  |  |  |
| **Does the presentation show care and attention, and high expectations?** |  |  |  |  |
| **Are comments presented neatly and clearly for children to read, adhering to the school’s marking policy?** |  |  |  |  |
| **Are individual targets clearly given?** |  |  |  |  |
| **Does the teacher mark for SPAG improvement?** |  |  |  |  |
| **Is the literacy sticker displayed**  |  |  |  |  |
| **Is the schools objective sticker being used** |  |  |  |  |
| **Is the school’s progress tracker completed and displayed**  |  |  |  |  |

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| **Areas for development: (teacher, subject or school)** |
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