

# How we Mark and Assess your Child at the Quinta Primary School

23<sup>rd</sup> September 2013



# Tickled Pink and Green for Growth in Literacy



When children include elements, from the WALT (learning objective), in their writing the teacher will highlight these elements in pink to celebrate their success.



When there are elements missing or there are areas with room for improvement the teacher will highlight these elements in green to indicate next steps.

which is a sin in the Lords world....".  
I zoned out then, daydreaming about  
my 'hope-to-be' wonderful life as a Welsh  
man. Taking bales of straw to the horses,  
milking the cow, fetching water from the well,  
collecting the eggs from the hens, sheering the  
sheep.... "Johnson, Johnson wake up! James  
Johnson, GET UP." I jumped up, suddenly awake.  
I realised some people were going. I tried to look  
tidy to get picked. I didn't X.

Hours past, more hours. I started to cry.  
I'd never get picked. Then suddenly, I was  
pulled up by the scruff of my neck. I was  
aware my tear-stained face and puffy, red eyes  
looked incredibly ugly. "I suppose I have him  
then" sighed a funny Welsh voice. I was taken  
away to live my wonderful new life!

What a fabulous first piece of  
writing Abbie 😊

A 😊

Super vocabulary choices  
especially adjectives

Consider how you could  
vary your sentence openings

## Correcting Your Writing

- ✓✓ You have understood the WALT
- ✓ You have understood most of the WALT
- . You have not understood the WALT



I have understood the WALT



I have understood most of the WALT



I have not understood the WALT

- A – Exceptionally good effort has been put into the work.  
B – You've put the right amount of effort – this is what your teacher would expect.  
C – You've not put as much effort in as your teacher would expect and could do more

SP \_\_\_ mis-spelt word



Tickled Pink =  
Good points in my work

Green for growth =  
Points I need to improve on






Response time should be evidenced by initials and response to the work

H = Help given   S = Supply teacher   VF = Verbal feed back

Children self assess against their WALT (learning objective) with one of the faces shown above. The teacher will grade the work for effort with an A, B or C.

	Story Writing	
	My characters actions hint at what they are like and powerful words are used to show my characters inner thoughts and feelings.	9/9 ✓
	I have used similes and metaphors when describing character's feelings and reactions.	9/9
	Dialogue is used to give more information about characters.	9/9 ✓
	I have hooked the reader with an interesting opening.	9/9
	I have made events interesting and included dramatic actions to make the reader read on.	9/9 ✓
	Throughout the story I have used my senses to develop the character and plot.	9/9
	Short, simple sentences have been used to create effect.	9/9
	Events in my stories are linked within paragraphs.	9/9 ✓

At the beginning of each literacy unit the children complete a cold piece of writing to enable the teacher to assess their learning needs. This is assessed against a genre check list in their books, which shows children the areas which they need to develop. This genre list is re- visited at the end of the unit.

   **My Writing Targets**  

<b>V</b>	Adjectives, adverbs and similes are used for descriptive effect.	Powerful verbs are used in my writing e.g. <u>twisting</u> and <u>meandering</u> .	I use a wide range of vocabulary that is chosen for effect and formality. Metaphors are used in my writing e.g. A wave of terror washed over them.	I can include conflict or other devices such as flashback or time shift to sustain the reader's interest.	I use a range of adjectives, adverbs, similes and metaphors to create tension and excitement. I can develop themes and plots fully using vivid lively language.
		9-9-13	11-9-13		
<b>C</b>	I use a range of connectives now - including <u>in addition to</u> , <u>contrary to</u> , <u>despite</u> .	I can use a connective to add detail and/ or add another viewpoint.	My connectives are more sophisticated e.g. <u>although</u> <u>nevertheless</u> .	I can vary the length of my sentences to keep the reader interested.	I can vary the length and structure of paragraphs, still linking them effectively.
		9-9-13	11-9-13		
<b>O</b>	I use a wider range of appropriate openers to add interest.	My writing includes a wider range of time connectives e.g. <u>meanwhile</u> <u>early</u> <u>later</u> .	I can use more complex adverbs to start a sentence e.g. <u>swiftly</u> , <u>running fast</u> I. (ly and ing)	I use a wider range of adverb and verbs to draw the reader and use a wider range of time connectives for interest e.g. <u>At that moment</u> <u>subsequently</u> .	I can open sentences in a variety of ways adopting a consistent tone (e.g. formal/ humorous)
	12-9-13				
<b>P</b>	I can use speech marks for dialogue, commas, question marks and exclamation marks accurately.	I use punctuation within a sentence, including commas to mark phrases or clauses.	My phrases, clauses and sentences are more technically accurate.	Semi colons are used in my writing correctly as well as brackets. ( ) and ;	My writing is always correctly punctuated and accurate. It is effective and adds interest.
		11-9-13	11-9-13		
<b>My targets for presentation/ handwriting</b>		My letters are usually all the same shape and size and are formed correctly.	Most of the time handwriting is neat, joined with clear ascenders and descenders.	My handwriting is nearly always Quinka cursive, joined and it flows. Letters are the correct size and position.	I use a pen in my writing and my handwriting has started to show a personal style to engage the reader. 9-9-13

We also 'tickle pink' and 'green for growth' the children's VCOP targets attached at the back of their books.

In a selection of children's books there are APP (Assessment and Pupil Progression) grids which we highlight as the assessment focuses are reached.

APP WRITING TRACKER - LEVEL 3			
	<ul style="list-style-type: none"> <li>I can produce work which is imaginative and clear. <b>9A 11A</b></li> <li>I can elaborate on information about events, characters (eg nouns expanded into adjectives).</li> <li>I can adopt a viewpoint (although I may not maintain it).</li> <li>I can use interesting and varied words.</li> <li>I am beginning to choose some words because I know they have an effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>I can produce imaginative writing which is interesting to read.</li> <li>I show evidence of attention to the reader (eg elaboration, detail, adjectives etc).</li> <li>I can use ambitious word choices (picking up on ambition from Y2).</li> <li>I am beginning to develop ideas, characters and describe settings, feelings and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>I can create interest or humour through detail.</li> <li>I can develop ideas, characters and describe settings, feelings and emotions.</li> <li>I can use adjectives and adverbs for description.</li> <li>My vocabulary choices are relevant and support the purpose.</li> <li>My writing is developing a sense of pace.</li> <li>I choose some words for effect or occasion.</li> </ul>
	<ul style="list-style-type: none"> <li>I can adapt my writing for audience and purpose at a general level (eg provide enough information about characters and settings make a series of points).</li> <li>I can use the main features of the selected genre (with some accuracy). <b>9A</b></li> </ul>	<ul style="list-style-type: none"> <li>I can adapt form and style for purpose and audience confidently.</li> <li>I can use the main features of the genre appropriately and consistently.</li> </ul>	
	<ul style="list-style-type: none"> <li>I can produce work that is organized and shows a simple opening and ending. <b>9A</b></li> <li>I am beginning to make some attempt to place related points next to each other. <b>9A</b></li> <li>I can develop and extend ideas logically in structured sentences (may be over detailed or brief). <b>9A</b></li> <li>I use strategies to create flow.</li> <li>I am beginning to understand what a paragraph is and I show evidence of this in my writing (eg one sentence paragraphs, ideas loosely grouped).</li> </ul>	<ul style="list-style-type: none"> <li>I structure and organize my writing clearly with a clear beginning, middle and end.</li> <li>My ideas are loosely organised into sections of related text.</li> <li>Within sections / paragraphs I am using strategies to link ideas (also, quickly, something).</li> <li>My movement between paragraphs or sections of related text is abrupt.</li> </ul>	<ul style="list-style-type: none"> <li>I can sequence material and information in a logical style.</li> <li>My related ideas are organized together.</li> <li>I can use generalising words for style (sometimes, never, always, after).</li> <li>I can link ideas and relate events including past, present and future sensibly (afterwards, eventually, before).</li> </ul>
	<ul style="list-style-type: none"> <li>I can use sentence openers and connectives from L2A confidently.</li> <li>I am beginning to vary my verbs and tenses.</li> <li>My sentences are mostly grammatically correct (nouns and verbs agree).</li> </ul>	<ul style="list-style-type: none"> <li>I can extend sentences using a wider range of connectives (when, because, if, while, after, also, as well).</li> <li>I can use a range of sentence openers.</li> <li>I can vary verb forms and tenses.</li> <li>My sentences are grammatically correct.</li> </ul>	<ul style="list-style-type: none"> <li>I can vary the way I open my sentences and am beginning to use subordination (When I saw... While I was... As it was showing...).</li> <li>I am using a wider range of connectives to join sentences (also, then, because, if, while, as well, so, but).</li> </ul>
	<ul style="list-style-type: none"> <li>My sentences show that I can use capital letters, full stops and ? accurately.</li> <li>I am beginning to use ! " and , with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>I can use punctuation accurately (full stops, capital letters, ? and !).</li> <li>I am experimenting with a wider range of punctuation (eg I think it may not always be accurate).</li> </ul>	<ul style="list-style-type: none"> <li>I am experimenting with a wider range of punctuation ( , " ! ) with increasing accuracy.</li> </ul>
	<ul style="list-style-type: none"> <li>I can begin to spell common phrasal verbs accurately (sometimes, bonfire).</li> <li>I can spell phonetically regular words.</li> </ul>	<ul style="list-style-type: none"> <li>I can spell words with more than one sound including familiar compound words.</li> <li>I can use apostrophes accurately to spell shortened words.</li> </ul>	<ul style="list-style-type: none"> <li>I can spell phonetically regular or familiar common polysyllabic words accurately.</li> <li>I can spell pronouns correctly.</li> <li>I can spell common homophones correctly.</li> </ul>
	<ul style="list-style-type: none"> <li>I am using joined, neat handwriting (may be slow and inaccurate).</li> </ul>	<ul style="list-style-type: none"> <li>I can use neat, joined handwriting accurately but my writing may still be a little slow.</li> </ul>	

1.3/9/13

WALT: compare and order numbers ✓

①

1)  $7 \times 4 \equiv 40 - 12$  ✓

2)  $8 \times 3 \equiv 13 + 9$  ✓

3)  $9 \times 4 \equiv 49 - 11$  ✓

4)  $6 \times 3 \equiv 30 - 15$  ✓

5)  $9 \times 5 \equiv 25 + 21$  ✓

6)  $4 \times 8 \equiv 50 - 18$  ✓

7)  $8 \times 5 \equiv 22 + 19$  ✓

8)  $3 \times 7 \equiv 35 - 14$  ✓

9)  $6 \times 4 \equiv 14 + 9$  ✓

10)  $9 \times 3 \equiv 16 + 11$  ✓

11)  $3 \times 6 \equiv 25 - 8$  ✓

12)  $5 \times 9 \equiv 31 + 16$  ✓

13) 683, 863, 2386, 2836 ✓

14) 5149, 5419, 5914, 1945 ✓

15)






③

In numeracy we tick the correct answers in green pen and dot or c where corrections are needed. The children then complete corrections in the next lesson. We also tick the WALT twice if the objective has been fully achieved and one tick if they are beginning to show an understanding. Again they face their WALT.



## My Numeracy Targets



 I can count forwards/backwards in steps of 100s 1000 or 10,000 from any given number up to 1,000,000	I can +/- mentally with increasingly large numbers.	I can x/divide numbers mentally drawing on known facts	I can x/divide by 10,100 and 1,000	I can recognise squares and square roots	I can recognise compliments to 1 E.g $0.83 + 0.17$	I can count forwards/backwards in decimal fractions.
 I can +/- tenths and 1 digit whole numbers and tenths.	I can identify common multiples and common factors	I can recall prime numbers up to 19 				
 I can give fast responses for mental calculations.	I can +/- negative integers	I can round any number to a required degree of accuracy.	I can develop understanding of the order of operations.	I can x/divide decimal (up to 3 decimal places) by 10,100 and 1000	I can find percentages of numbers.	I can recall equivalents between fractions, decimals and percentages.
 I can work mentally within algebraic equations	I can convert units.	I can find areas of triangles and parallelogram	I can calculate volume.	I can find mean and range of data sets.		

As with the literacy the children all have mental maths targets to work towards. These are also 'tickled pink' and 'greened for growth'.