**A Diagnostic Look at Book Marking:**

See reverse for guidance

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | 2014/15 | **Teacher:** |  |
| **SLT/HoF:** |  | **Class sample:** |  |
| **Teachers should ….** | **Students should …** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Student** | **Yes** | **Yes, but** | **No** | **Comments** |
| **Low Priority High Priority** | 1. Summative and/or formative comments are **diagnostic** and make clear how to improve classwork, homework and coursework.
 | *High Attainer* |  |  |  |  |
| *Middle Attainer* |  |  |  |  |
| *Low Attainer* |  |  |  |  |
| *Pupil Premium* |  |  |  |  |
| 1. The student has **responded** to diagnostic feedback (redrafting; corrections; spellings etc.)
 |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| 1. There is diagnostic **peer and self-assessment** evident in student work.
 |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| 1. Teachers are marking using the **‘literacy marking symbols’** to diagnose and improve student literacy.
 |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| 1. Evidence of **homework** is clearly identifiable and marked.
 |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| 1. Books/folders are available and diagnostic marking is clear and **up to date** (within the past 3 weeks). (Coursework is available)
 |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| 1. **Presentation** of books **is good** and the teacher has picked up on poor presentation.
 |  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |
| **Date of feedback to teacher:** |  | **Uploaded to Blue Sky?** |  |

**Procedures for Diagnostic Book-Looks**

**KEY GUIDANCE:**

The primary aim of this book-look review is to gauge the landscape of ‘diagnostic marking across QK’ There are **NO** judgements/lesson gradings. This is **not** an observation.

* All book-looks are to be conducted by HoFs/HoDs with relevant SLT line manager for support and capacity where needed.
* Please direct your SLT where you need capacity; this may be when you are unavailable, or when you would like to conduct paired monitoring.
* I would recommend drafting up a simple schedule and communicating this with your department/SLT. What classes/books are scheduled/list of names.
* Book-looks **do not** need to happen when the lesson is taking place. Books can be reviewed outside lesson time if books are easier to access/manage.
* The book sample should cover a range of key stage classes/year groups per teacher.
* If a member of staff only teaches one key stage, you should consider reviewing different year groups/courses.

**Before the book look you should:**

1. HoFs/SLT should briefly meet with the teacher to gather initial context; e.g. how best can this process improve your teaching; planning and marking?
2. The book-look monitoring should aim to provide; ‘what went well and areas for improvement.’
3. All book-looks should schedule a planned feedback session for each classroom teacher; agree this in advance, with time to discuss feedback between 5-20 minutes.
4. Prior to any book-look, the teacher’s progress-tracking sheets should be available to help pre-plan and identify students for scrutiny.
5. Every student sample must include a high, middle and low attainer; stretch; SEN and pupil premium.

**During the book look you should:**

1. All books must be available.
2. When looking in specific student books, this should never be an ad-hoc exercise of who is present in the room.
3. If books are not available, say so on the document. Please revisit the class at the next available opportunity and locate the absent student’s book.
4. Every student sample must include a range of student-profile: high, middle and low attainer; stretch; SEN and pupil premium.

**After the book look you should:**

1. The book-look observation, should be viewed as a means for developing best practice. Feedback **must** happen; be meaningful and sophisticated.
2. There is context behind every exercise book, student, group and teacher – make sure you know before providing feedback.
3. Photocopy this sheet and return to the teacher after feedback.
4. **A copy should be returned to HoF and ATI/RMC** or uploaded onto Blue Sky (attached to a (T&L) PM objective and **NOT** as an observation document) **within 5 working days of completion.**

**When looking in student books, consider the following:**

1. Have books been marked from the start of the academic year?
2. Are books marked within the last 2-3 weeks?
3. If books are not marked, this is an **immediate** conversation with the relevant HoF.
4. Are all books available? Including controlled assessments; folders; online material?
5. Are old/new books accessible to students?