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| **Focus area**Teaching and Learning Performance Grid: Book Trawl | **Outstanding**  | **Good**  | **R.I.** | **Inadequate** |
| **Frequency** | Learning attempts are always marked within the agreed time period. There are several examples of positive/constructive feedback within the agreed time period. Marking is always dated. | Learning attempts are marked within the agreed time period. There is at least one example of positive constructive feedback within the agreed time period. Marking is almost always dated. | Learning attempts are generally marked, although not always within the agreed time period. Marking is not always dated. | Learning attempts are not marked/not marked within the agreed time period. Marking is not dated. |
| **Positive Feedback** | Praise takes into account level descriptors from the awarding body, and it is written in a clear and constructive manner. There is a clear evidence in the students responses that they know which positive aspects of their learning to take forward (in green pen) | Praise takes into account level descriptors from the progression checklist, and it is written in a clear and constructive manner (in green pen) | There are some examples of written feedback that include praise (in green pen) | There are no/ very few examples of written feedback that include praise. |
| **Constructive Feedback** | Feedback takes into account level descriptors from the awarding body, and it is written in a clear and constructive manner. There is a clear evidence in the students responses that they know which positive aspects of their learning to take forward (in purple pen) | Constructive feedback takes into account level descriptors from the progression checklist and it is written in a clear and logical manner (in purple pen) | There are some examples of written feedback that include conclude constructive feedback for how students can improve. This feedback is sometimes unclear or does not take into account levelling criteria from the progression checklist (in purple pen) | There are no/very few examples of written feedback that include constructive feedback for how students can improve. |
| **Progress Tracking** | There is clear evidence that students are aware of their levels and targets. Tracker/progression sheets are completed up to date. There are several examples of learning marked matching the data on the tracker/progression sheets. | There is some evidence that students are aware of their levels and targets. Tracker/progression sheets are completed up to date. There is some evidence that the learning marked matches the data in the tracker/progression sheets.  | There is some evidence that students are aware of their levels, and there is at least a partial use of a tracker/progression sheet. | There is no/very little evidence that students are aware of their current levels, tracker/progression sheets are not in use. |
| **Marking for Literacy** | Marking for literacy is clearly evident (orange/purple pen). The schools guidelines on MfL are used consistently and subject-specific vocabulary is acknowledged. There is evidence of students acting upon teachers literacy comments or tips.  | Marking for Literacy is clearly evident (orange/purple pen). There is some evidence of the use of the school’s MfL guidelines, and subject -specific vocabulary is acknowledged.  | Marking for Literacy is evident in exercise books and grammar, spelling and punctuation are commented upon sensitively (orange/purple pen) There may be some evidence of the use of the school’s marking for Literacy guidelines.  | There is no very little evidence of Marking for Literacy |
| **Presentation**  | Presentation and organisation are praised/challenged. As a result, students seem to take pride in the presentation/organisation of their learning | Presentation and organisation are praised/challenged and as a result students learning is a organised and present neatly and appropriately.  | Presentation and organisation are praised/challenged. | Presentation and organisation are not praised/challenged. |