

Marking and Feedback Policy September 2018

Book expectations

Maths books are blue with squares.

English books are yellow and lined.

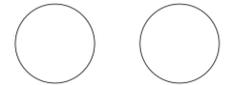
All books will be clearly labelled with child's name and Year group.

Every piece of work will have the agreed banner/sticker which shows: the date, ARE learning objective, level of support and blank circles for self and teacher assessment. Teachers can print the banner on stickers or the pupils can write the date and WALT as is appropriate for their age. In KS2 pupils are expected to be writing the date correctly.

Monday 11th September 2018

T P

WALT find number bonds to 20



Key for self and teacher assessment

Achieved the WALT/feel secure in my learning ☆

Partly achieved the WALT/almost feel secure in my learning +

Beginning to achieve the WALT/found the learning really hard. |

All staff will insist on high expectations in terms of presentation. There will be basic non-negotiables with pupils related to their age and development e.g. if a Year 5 pupil is missing out capital letters and full stops this must be corrected at the point of teaching. In KS2 pupils will aim to write in a joined, fluent and legible style.

Books will demonstrate a clear teaching sequence for Maths and English to include a range of work such as writing, drawings and photographs of drama work or Maths investigations. Generally worksheets should not be required as pupils will be writing, drawing and recording their work themselves. In English teachers will plan using exemplification from the Babcock teaching sequences wherever possible. In Maths teachers will use White Rose Hub smaller steps schemes.

Pupils will use pencils until they earn the right to use pens and have a pen license. Rubbers will be used sparingly to correct small mistakes. Drawings will be in pencil including those in other books e.g. graphs in Science work. Rulers must be used for graphs and charts.

Elicitation tasks and final application tasks will be printed on different coloured paper.

Target setting will take place immediately after the elicitation task. Targets will link clearly to the teaching sequence, be age appropriate and show whether they are teacher or pupil targets. As pupils move through the teaching sequence teachers/children will use target met stickers as appropriate.

Targeted intervention stickers should be stuck into books to denote where specific support has been given.

Marking for success sheets will be used in English teaching sequences and should be fully completed. KS1 teachers may choose to use marking for success sheets part way through a teaching sequence to review learning.

Marking

Marking priority must be given to PPG pupils.

Blue highlighting/ticks by the teacher/teaching assistant will show that something is good/has met the learning objective. e.g. if the ARE objective is subordinating conjunctions the subordinating conjunctions will be ticked. If the ARE objective is finding multiples of 3 and 5 the answers 6,12,10,20 will be ticked.

Pink highlighting by the teacher/teaching assistant will indicate where the work is incorrect or not meeting the ARE objective.

Marking codes

Single ticks can be used to show the WALT is being met/correct

Double ticks indicate that work is exceeding the WALT or is linked to a national curriculum standard for a year group.

sp written in the margin indicates a spelling that a KS2 child is then expected to locate and correct. Year 5/6 pupils should do this independently. Year 3/4 pupils will have the word underlined and be supported in correcting the spelling.

// new paragraph line

? could you make a better choice here e.g. vocabulary.

○ Circle or **p** for punctuation where it should be as error or omission in margin for KS2

Pupils will edit/respond to the teacher and self-assess during each lesson, time must be built into the lesson for this.

Pupils will peer assess their work using purple pen.

If a child has met the ARE objective there is no expectation that an adult needs to write any comments.
 Optional comments made by the teacher/teaching assistant will quantify what is good linked to the ARE objective or a child's personal targets.

E.g. Excellent adverbial phrases.

Fantastic presentation.

Good ascenders and descenders.

Excellent spelling of common exception words.

Teachers/teaching assistants should remark on the remarkable. This may be if a pupil needs support to achieve ARE or is exceeding ARE and achieving greater depth: eg. A pupil had support from another pupil/found it challenging to access the activity/made a good start but struggled to stay on task OR a pupil was able to explain/coach/mentor another pupil or independently wrote their own problems/questions/carried out research.

If the teacher marks after the lesson, time needs to be built in at the beginning of the next lesson for pupils to respond.

Teachers should also plan assessment for learning opportunities through:

- self and peer marking (age appropriate)
- use of marking ladders/success criteria (not overly detailed)
- 2 stars and a wish

During feedback opportunities staff should promote a culture of a growth mindset.

Fixed Mindset	Growth Mindset
 Intelligence is static. I must look clever!	 Intelligence is expandable. I want to learn more!
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
 Likely to plateau early and achieve less than full potential	 Reaches ever higher levels of achievement

Carol Dweck

We should take care to praise achievement not ability. Our language tells children what we believe and what we value.

E.g Well done – you're learning to ...

Good – it's making you think – that's how your brain is growing!

Every time you practise, you're making connections in your brain stronger.

Next steps/pink for think marking comments

Once a week pupils will have an opportunity to improve their learning through pink for think comments from the teacher. Prompts will be open ended and encourage deeper thinking.

E.g. What do you notice?

How might you...?

What is the same and what is different about ...?

What might come next?

How would you explain/show...?

What does that tell us about...?

What is wrong with...?

What do you think...?

Why do you think that...?

Is there another way/reason/idea ...?

What if ...? / What if ...does not ...?

Where is there another example of this ...?

What do you think happens next? Why?