

Woolgrove School

Marking and Feedback Policy

'Equal opportunities lie at the heart of all that we do at Woolgrove. We are committed to ensuring that every member of the school community, whatever their position, race, gender, disability or religion is given the same chance as any other to access the services and support of the school'.

April 2019
Review date April 2022

The purpose of marking at Woolgrove School

Marking is used to find out what the pupils have done, and where they need to go next. The purpose of marking pupils' work should be to move learning forward.

Marking must enable each child to know:

- Whether they have met the learning objective/s (LO)
- What they need to do to improve their work or meet targets
- What the next stage in their learning will be

Feedback given to pupils should:

- Be specific, accurate and clear
- Inform children about how they can improve in their learning

Individual Provision Map

Every child has a personalised IPM outlining their current EHCP outcomes and how these are broken down into three measurable targets for the year. (Appendix 1)

Progress Tracking Sheets. (PTS)

Every child has a personalised PTS each week, outlining the LO/targets for the week and the child's current targets from their IPM. This should be completed for each LO. A comment can be written and a Next Step identified if appropriate.

How we mark children's work

The best way to mark is with the pupil beside the adult who is marking their work and fully involved in the process. The pupils need to know what the marking criteria is and the marking system that will be used.

Work /photograph/evidence can be marked on a marking slip and/or the PTS (Appendix 2) The marking slip will be attached to the completed work and completed by an adult. Photographs can be attached to the PTS sheet.

				Date
				Adult initials
<u>Comment</u>	<u>Progress towards LO</u>		<u>Engaged</u> finds out and explains, uses what they know. Willing to have a go	PSED CL PD L UW EAD M
<u>code</u> Hand over hand 1:1 support Initial support Verbal prompt Prompted Independent	Not used - change target achieved - continue to consolidate skill working on it too hard - change target		<u>Motivated</u> involved and concentrating, keeps on trying, enjoys achieving	<u>Thinking</u> Has own idea, Uses what they know to learn new things, Chooses ways to do things.

Comments

One of the codes should be ticked or highlighted in the comments box to identify how the child has completed their work.

A brief comment can also be written, this should be related to the Learning Objective.

The marking slip should be dated and then initialled by the adult completing it.

What Next?

If appropriate a target can be identified and shared with the child. A target can be shared whilst the child is completing their work and then the child can continue to work on the target and may meet the target by the end of the work. Alternatively, the target can be identified after the child has completed their work.

If the target is given whilst the child is still completing their work a **T** should be placed in a circle on the piece of work to identify when the target was given, so that it can be clearly seen if the target has been met on the piece of work. The target written in the “comments” box should be ticked and dated.

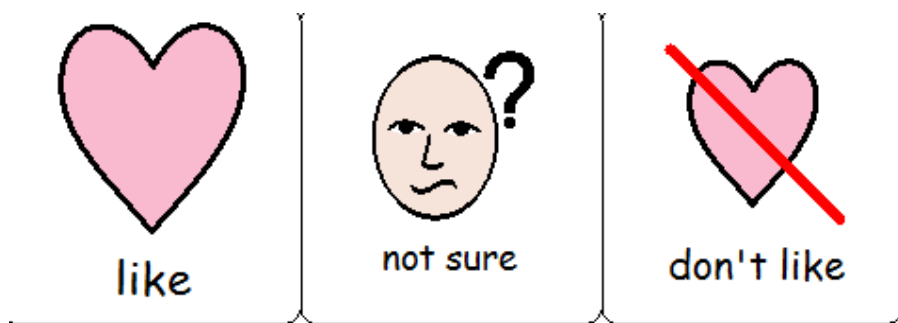
Progress towards LO

Adults should identify which criteria to highlight or tick on the marking slip and the number written onto the PTS.

- 1 – Too hard change LO
- 2 – Working on it
- 3 – Achieved needs consolidation.
- 4 – Mastered, change LO

Pupils' Views

Pupils' views about the activity and work should be gathered. This can be from observations of the child during the activity or by asking the child. The following visual support (appendix 3) can be used to support the pupils' understanding.



Characteristics of Learning

Adults should identify the pupils' Characteristics of Learning by highlighting or ticking the statements.

Engaged

- Finds out and explores
- Uses what they know
- Willing to have a go

Motivated

- Involved and concentrating
- Keeps on trying
- Enjoys achieving

Thinking

- Has own idea
- Uses what they know to learn new things
- Chooses ways to do things

For pupils in the EYFS, KS1 or Year 3 the areas of learning should also be identified. At least one of the Prime areas should be identified for all activities. For many activities three or four Areas of Learning may be identified.

Prime Areas

PSED – Personal, social, Emotional Development.

CL – communication and Language.

PD – Physical

Specific Areas

M -Mathematics

L – Literacy

EAD – Expressive Arts and Design

UW – Understanding the World.

Using the Information gathered from Marking

The information gathered in the “Progress towards LO” box should be used to inform future planning and activities.

Pupils’ views about the activities may influence how a teacher plans and delivers activities within their class. For example, if children are observed to like or choose the ‘like’ option for activities that involve being outdoors but chooses “don’t like” for activities inside the classroom, then a teacher could use this information and plan more outdoor learning for their class.

Appendices

Appendix 1 – IPM

Appendix 2 – PTS

Appendix 3 - Pupil Views, visual support.

Appendix 1



WOOLGROVE SCHOOL Individual Provision Map (IPM)

Name: _____ Date of Birth: _____ Year Group _____ Date joined September 2018 BME/EAL _____

Primary Need: _____ Secondary Need _____ Pupil Premium _____

FSM		Ever 5	
CLA		Post CLA	
Ever 6		SGO	

Attendance	October	Feb	May

Progress Group English	
Progress Group Maths	







Review of Progress	On track to meet Classroom monitor target Yes or No Any concerns		
	October	February	May
English			
Maths			

EHCP review date falls between – highlight relevant row	1	2	3
September – January	February	May	October
February – April	May	October	February
May – July	October	February	May

My targets: Yearly Targets from EHCP	1	2	3
Month / Year of Review			
	Review	Review	Review
	Review	Review	Review
	Review		
	Review	Review	Review

	Review	Review	Review
	Review	Review	Review
	Review	Review	Review

What needs to be provided to meet the targets?			
Provisions for Yearly targets. (Include Sensory Support Plans and Behaviour Support Plans)	Review of provisions, (are they working?) Outline any changes to provisions.		
	Any changes to provisions Any resources added	Any changes to provisions Any resources added	Any changes to provisions Any resources added
e.g. Visual timetable. Now and next boards – I'm working for ... TEACCH approach Turn taking games and visual board for turn taking. Small steps in Mathematics and Literacy. Daily opportunities to use skills and practise skills. Communication opportunities using objects and symbols. STEMs Sensory play Fine motor skills programme. PP provisions			
Therapies / Enrichment List all therapies/enrichment activities attended and date			

 like	 not sure	 don't like
 like	 not sure	 don't like