

Woolgrove School Marking 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'.

July 2023
Review date July 2026

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)

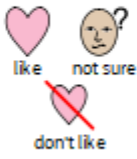
Every child has a personalised PTS for Literacy, Communication and Mathematics, and an ability PTS for Expressive Art and Design, Understanding the World, Personal, Social and Emotional Development including Life skills and Physical Development, outlining the LO/targets for the half term or term. A comment can be written and a Next Step identified if appropriate.

How we mark children's work

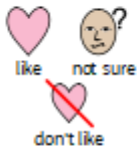
The best way to mark is with the pupil beside the adult who is marking their work and fully involved in the process. The pupils need to know what the marking criteria is and the marking system that will be used.

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.

Marking slip for EYFS and Semi Formal 1/Pre-formal learners

LO			Date	
Adult initials				
Comment Hand over hand 1:1 support Initial support verbal prompt prompted independent	Progress towards LO Mastered - change target achieved - continue to consolidate Almost achieved working on it Too hard - change target		Engaged finds out and explains uses what they know willing to have a go Motivated involved and concentrating keeps on trying enjoys achieving	PSED PD CL M L UW EAD Thinking has own ideas uses what they know to learn new things chooses way to do things

Marking slip for Semi-Formal 2 and Formal learners.

LO			Date	
Adult initials				
Comment Hand over hand 1:1 support Initial support verbal prompt prompted independent	Progress towards LO Mastered - change target achieved - continue to consolidate Almost achieved working on it Too hard - change target		Engaged finds out and explains uses what they know willing to have a go Motivated involved and concentrating keeps on trying enjoys achieving	PSED PD CL M L UW EAD Thinking has own ideas uses what they know to learn new things chooses way to do things
	The adult really likes 1 thing I can do better			

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.

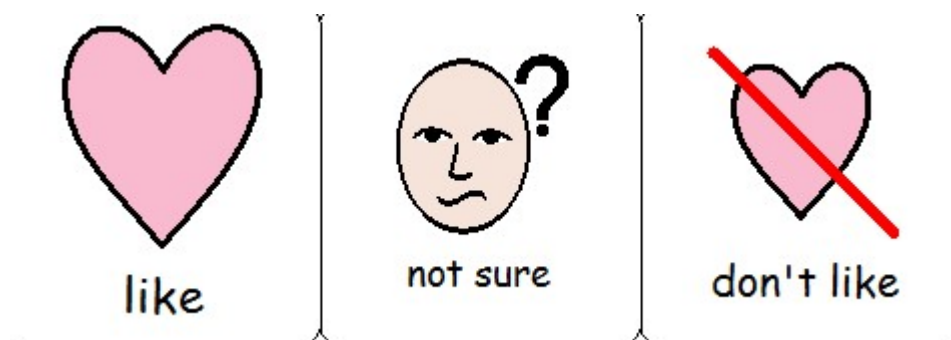
Progress towards LO

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 – Almost Achieved
- 4 - Achieved needs consolidation.
- 5 – 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

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

Pre-formal and Semi formal 1

Writing / mark making should be annotated and the adult should provide a good model of what has been written showing the child how to form letters correctly.

Semi formal 2 and Formal Learners

Pieces of written work should be marked identifying any grammatical or spelling mistakes to support the pupil to progress in their learning. Mathematics should also be marked clearly identifying any errors the child has made and supporting them to correct the mistakes.

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)

Assessment Key:
Met: **Green**
Almost: **Orange**
Target: **Red/pink**

Name: _____ Date of Birth: _____ Year Group: _____

EHCP review date/next term/year - highlight relevant one	1	2	3
Autumn term (Sept-Oct)	Spring term targets (review end of term)	Summer term targets (review end of term)	Autumn term targets (review end of term)
Spring term (Jan-April)	Summer term targets (review end of term)	Autumn term targets (review end of term)	Spring term targets (review end of term)
Summer term (May-July)	Autumn term targets (review end of term)	Spring term targets (review end of term)	Summer term targets (review end of term)

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

	Comment	Comment	Comment
	Comment	Comment	Comment

Please discuss IPM targets with the pupil and collect their views:

Pupils comments towards IPM targets			
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Parent's signature			
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Appendix 2

Progress Tracking Sheet (PTS)

Name _____

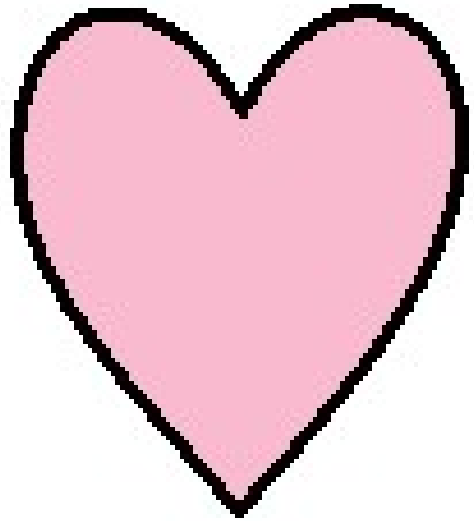
Term – _____

Communication and Language

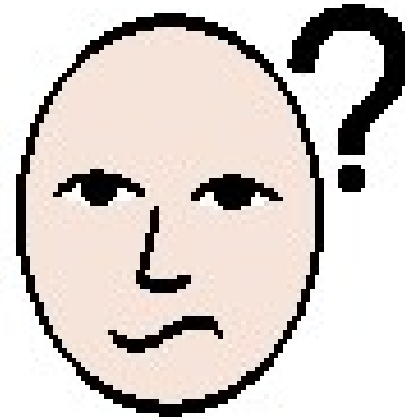
Progress on the learning objective								Anything not achieved. Further help of focus needed Next Step if applicable
Code	1. Too hard, change LO	2. Working towards LO	3. Almost able to complete LO	4. Achieved – needs consolidation	5. Mastered/Met – Change LO			
Week beginning		26/9	3/10	10/10	17/10			
Learning objective								
Listening								
Speaking								
Understanding								
Helicopter Stories								
Intensive interaction / Identiplay/ Role-play / Drama								

Literacy

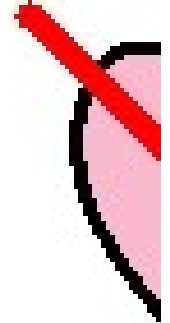
Progress on the learning objective								Anything not achieved. Further help of focus needed Next Step if applicable
Code	1. Too hard, change LO	2. Working towards LO	3. Almost able to complete LO	4. Achieved – needs consolidation	5. Mastered/Met – change LO			
Week beginning		26/9	3/10	10/10	17/10			
Learning objective								
Phonics								
Word work								
Big Book								
Sequencing / Recounts								
Labelling / IVC								
Name writing / Writing								



like



not sure



don't

