

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'.

October 2023
Review date October 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 (IPM)

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.

Assessment target			Day	
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 Emerging supported skill Experienced	 like  not sure  don't like	Engaged finds out and explores 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

Comments

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

to the learning objective or could be a general skill e.g. letter/number formation, spelling or grammatical structure. 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.

Alternatively, the target can be identified after the child has completed their work, this can either be practised at the end of that piece of work or should be included the next time the lesson is completed.

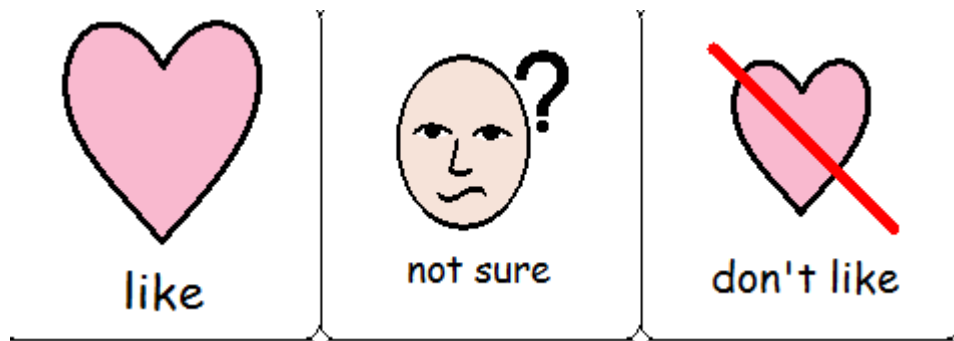
Progress towards LO

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

- 1 – *Experienced* - Child has been present during the activity. This can be with support, but child should not be disrupting the learning of others at this time.
- 2 – *Emerging supported skill* - Child has begun to willingly, do some of the activity supported with hand over hand
- 3 – *Working on it* - Child is able to complete some of the activity without support
- 4 – *Almost Achieved* - Child is able to complete some of the LO
- 5 - *Achieved needs consolidation.* - Child has achieved on one occasion in one context
- 6 – *Mastered, change LO* - Child has successfully completed the LO on more than one occasion with different adults / independently and in different contexts

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.

Wellbeing and Involvement.

Every week a wellbeing and involvement score is recorded on the PTS. This is based on the Leuven Scales.

Level	Wellbeing	SIGNALS
1	Extremely low	The child clearly shows signals of discomfort: <ul style="list-style-type: none">• whines, sobs, cries, screams.• looks dejected, sad or frightened, is in panic.• is angry or furious.• moves feet, wriggles, throws objects, hurts others.• sucks thumb, rubs its eyes.• doesn't respond to the environment, avoids contact, withdraws.• hurts him/herself: bangs head, throws him/herself on the floor.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	During the observation episode, the child enjoys, in fact it feels great: <ul style="list-style-type: none">• looks happy and cheerful, smiles, beams, cries out of fun.• is spontaneous, expressive and is really him/herself.• talks to themselves, plays with sounds, hums / sings.• is relaxed, does not show any signs of stress or tension.• is open and accessible to the environment.• is lively, full of energy, radiates.• expresses self-confidence and self-assurance.

LEVEL	INVOLVEMENT	EXAMPLES
1	Extremely low	The child hardly shows any activity: <ul style="list-style-type: none">• no concentration: staring, daydreaming.• an absent, passive attitude.• no goal-oriented activity, aimless actions, not producing anything.• no signs of exploration and interest.• not taking anything in, no mental activity.
2	Low	The child shows some degree of activity, but which is often interrupted: <ul style="list-style-type: none">• limited concentration: looks away during the activity, fiddles, dreams.• is easily distracted.• action only leads to limited results.
3	Moderate	The child is busy the whole time, but without real concentration: <ul style="list-style-type: none">• routine actions, attention is superficial.• is not absorbed in the activity, activities are short lived.• limited motivation, no real dedication, does not feel challenged.• the child does not gain deep level experiences.• does not use his/her capabilities to full extent.• the activity does not address the child's imagination.
4	High	There are clear signs of involvement, but these are not always present to their full extent: <ul style="list-style-type: none">• the child is engaged in the activity without interruption.• most of the time there is real concentration, but during some brief moments the attention is more superficial.• the child feels challenged, there is a certain degree of motivation.• the child's capabilities and its imagination to a certain extent are addressed in the activity.
5	Extremely high	During the episode of observation, the child is continuously engaged in the activity and completely absorbed in it:

- | | |
|--|---|
| | <ul style="list-style-type: none">• is absolutely focussed, concentrated without interruption.• is highly motivated, feels strongly appealed by the activity, perseveres.• even strong stimuli cannot distract him/her.• is alert, has attention for details, shows precision.• its mental activity and experience are intense.• the child constantly addresses all its capabilities: imagination and mental capacity are in top gear.• obviously enjoys being engrossed in the activity. |
|--|---|

This information can be used to support teachers to plan and deliver lessons which result in a high level of involvement from the children and therefore contributes to a high level of wellbeing. For some children it may be necessary to record more detailed information about children's wellbeing and involvement. This can be recorded on marking slips by writing W- followed by a number and I – followed by a number. This information can also provide details about why children are not progressing or achieving a certain LO.

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 (Nov-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)

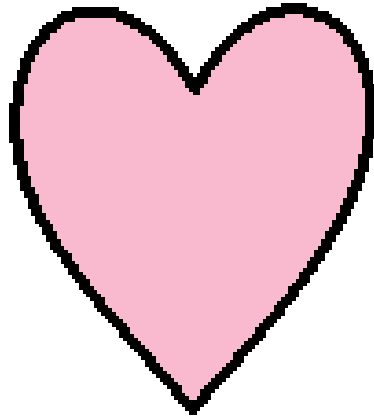
My targets: Yearly Targets from EHCP	1	2	3
Month / Year of Review			
	Comment	Comment	Comment
	Comment	Comment	Comment
	Comment	Comment	Comment

	Comment	Comment	Comment
	Comment	Comment	Comment

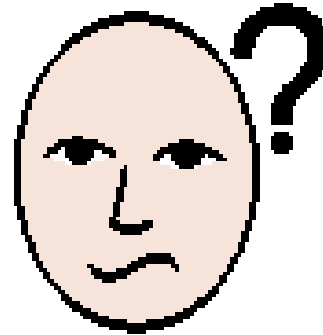
Please discuss IPM targets with the pupil and collect their views:

Pupils comments towards IPM targets			
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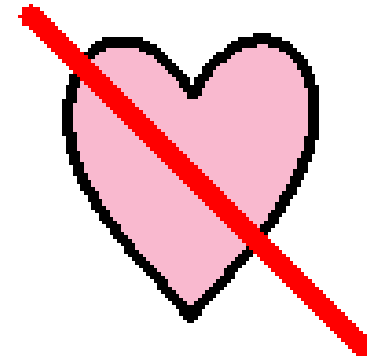
Parent's signature			
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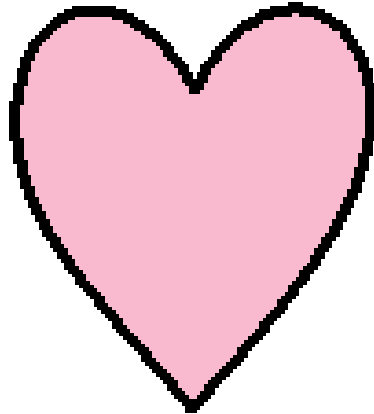
like



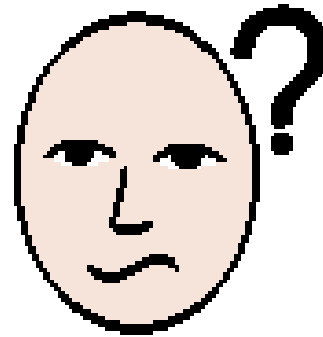
not sure



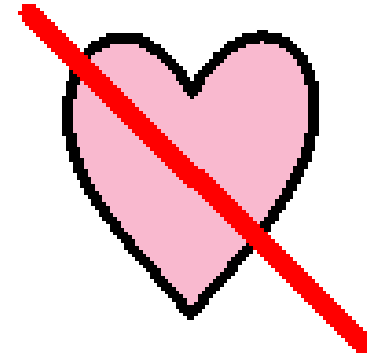
don't like



like



not sure



don't like