

Dream, Believe, Achieve – Together Everyone Achieves More

Woodlands Primary School



Marking and Assessment for Learning Policy

Updated: November 2017

Next Review: July 2018

Approved by Governors:

Marking and Assessment for Learning Policy

Rationale

Marking children's work is a vital part of teacher, peer and self-assessment. At Woodlands Primary School our aim is to ensure all children will have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem, allow them to take ownership and provide opportunities for self-assessment and personal target setting. Marking and feedback can be oral or written, but should always have a positive impact.

'We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understanding. We want our children to engage in self-reflection and to be able to identify the next steps in their learning. To this end, we aim to equip children with the desire and capacity to take charge of their learning through developing the skills of self-assessment.'

As a result of this policy, there will be greater consistency in the way that children's work is marked and the involvement of children in the marking and assessment process across the school.

At Woodlands Primary School, all children's work will be marked regularly and consistently. Marking of children's work can have different roles and purposes at different times and should involve both written and verbal feedback provided individually by the teacher where possible and appropriate. Teacher and self-marking will be linked to learning objectives and success criteria. These will have been clearly identified in planning and at the start of every session, in the form of a 'Can I..?' question that is linked to mastery objectives. Marking will be used by the teacher and child to agree next steps in learning. Time will be built in during lessons to reflect and respond to marking.

Implementation

The following agreed procedures for marking and feedback of children's work will be implemented by **all** staff.

Range of AfL Strategies in use at Woodlands:

- Random Talk Partners
- No Hands Up/Use of Lolly Sticks
- Self and Peer Assessment
- Differentiated Success Criteria
- Feelings Display and 'What makes you feel proud?' books/boards/certificates etc
- Dylan William Strategies (Entry/Exit Cards, ABCD Corners, Phone a Friend)
- Learning Powers: Steps to success (KS2)

TEACHER MARKING

'Tickled Pink and Green for Growth'

- Teachers use pink highlighters/pens to show where objectives are met or exceeded; green highlighters/pen to indicate where children can improve or extend their work.
- Teacher marking will model the high standards of presentation that is expected from the children. Comments to be written using pink and green pens and the teacher is to write on the lines from the margin using cursive handwriting style.
- All marking will directly back to the 'Can I' mastery targets
- Children will address the green marking and edit their work. Responses to teacher and peer marking should be shown in purple pen. If a child's work has been marked 100% correctly (no errors), then a challenge should be set in green.
- Teachers will pay attention to phonics and spelling patterns in literacy work. The marking will address misspellings – age appropriately. Children will be encouraged to address incorrect spellings independently.
- Teacher should write VF if verbal feedback has been given on a target.
- Teacher to use the marking code policy in the margin using the editing code to highlight errors.
- Children should always be given the opportunity to respond to a green target.
- All work will be coded G / S / I to reflect the level of teacher input / support. Teacher/TA guided work will be coded with 'G'. Work that has been supported via use of given specific resources eg dictionaries, word banks will be coded 'S'. Independent work will be coded with 'I' to reflect that a child has completed work completely independently. Children who have worked independently may have accessed resources independently to support their work – this will be coded 'I'.
- Staff to refer to Literacy Non Negotiables when marking English books (Appendix 1)

SELF MARKING

- There will be evidence of self marking in books – age and ability appropriate.
- M/T box to be used by children and staff in handwriting books

YEAR GROUP WEEKLY MARKING EXPECTATIONS

YEAR	WEEKLY MARKING EXPECTATIONS
1	<p>Oral feedback is pre-dominantly used in Y1, but expectation for any written feedback is:</p> <p>Writing: <u>All</u> writing work to be marked against Literacy non-negotiables/ongoing skills. Specific skill being taught through the ‘Can I’ statement must be highlighted/acknowledged in pink. Minimum expectation is that at least 1 focus/target group per day will have a detailed mark. Marking to link to ‘Can I mastery objective’ statement, written using a full sentence in school cursive handwriting style from the left hand margin. Next steps (in green) must give the children the tools to make improvements in their writing. All work marked with G/S/I.</p> <p>Handwriting: All books to be marked using M/T box.</p> <p>Topic books: Guided/Supported/Independent code to be used on all pieces (G/S/I). Cross curricular writing to be marked with reference to ‘Can I’ statements and linked to Literacy non-negotiables</p> <p>Spelling: Spring term - Children will have weekly spellings taken from the National Curriculum expectations – all tests to be marked</p> <p>Guided reading: 1 x fortnightly comment in home-school book using ‘tickled pink, green for growth` (Daily paired reads in Read, Write Inc - staff to provide weekly overview of taught phonics on slip for parents.)</p> <p>Maths: All maths will be teacher marked. Next steps (in green) must give the children the tools to make improvements in their maths. All work marked using G/S/I code</p> <p>Science: 1 x detailed teacher mark per unit or work with next steps identified. Marking to link to ‘Can I’ statement and Literacy non-negotiables. G/S/I code to be used on all pieces of work</p> <p>Introduce M/T self assessment boxes in handwriting books. Any self assessment comments to be written on post-it notes and initialled by child</p>
2	<p>Oral feedback is pre-dominantly used in Y2, but expectation for any written feedback is:</p> <p>Writing: <u>All</u> writing work to be marked against Literacy non-negotiables/ongoing skills. Specific skill being taught through the ‘Can I’ statement must be highlighted/acknowledged in pink. Minimum expectation is that at least 1 focus/target group per day will have a detailed mark. Marking to link to ‘Can I mastery objective’ statement, written using a full sentence in school cursive handwriting style from the left hand margin. Next steps (in green) must give the children the tools to make improvements in their writing. All work marked with G/S/I.</p>

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	<p>Handwriting: All books to be marked using M/T box.</p> <p>Topic books: Guided/Supported/Independent code to be used on all pieces (G/S/I). Cross curricular writing to be marked with reference to 'Can I' statements and linked to Literacy non-negotiables</p> <p>Spelling: Children will have weekly spellings taken from the RWI spelling programme/CEW – all spelling tests to be marked</p> <p>Guided reading: 1 x fortnightly comment in home-school book using 'tickled pink, green for growth' (Daily paired reads in Read, Write Inc - staff to provide weekly overview of taught phonics on slip for parents.)</p> <p>Maths: All maths will be teacher marked. Next steps (in green) must give the children the tools to make improvements in their maths. All work marked using G/S/I code</p> <p>Science: 1 x detailed teacher mark per unit or work with next steps identified. Marking to link to 'Can I' statement and Literacy non-negotiables. G/S/I code to be used on all pieces of work</p> <p>Introduce M/T self assessment boxes in handwriting books. Any self assessment comments to be written on post-it notes and initialled by child</p>
3	<p>Guided Reading: 1 x weekly comment in home-school book using 'tickled pink, green for growth'</p> <p>Writing: <u>All</u> writing work to be marked against Literacy non-negotiables/ongoing skills. Specific skill being taught through the 'Can I' statement must be highlighted/acknowledged in pink. Minimum expectation is that at least 1 focus/target group per day will have a detailed mark. Marking to link to 'Can I mastery objective' statement, written using a full sentence in school cursive handwriting style from the left hand margin. Next steps (in green) must give the children the tools to make improvements in their writing. All work marked with G/S/I.</p> <p>Spelling: Appropriate to child's level and the task, taking into account spelling focus words. Spelling errors identified inline with the termly progression for marking spelling (Appendix 2)</p> <p>Handwriting: All books to be marked using M/T box</p> <p>Maths: All maths work will be marked or acknowledged by the teacher using M/T self assessment, and including G/S/I. At least once per week, teachers should complete a detailed mark addressing misconceptions.</p> <p>Science/RE: Alternate weekly teacher marking with self assessment. All writing work to be marked against Literacy non-negotiables/ongoing skills. Next steps identified. G/S/I code to be used</p> <p>Foundation Subjects: Each piece of work to include M/T self assessment linking directly to the learning objective. Non-negotiables/ basic skills will then be highlighted by the teacher within the margin as per the marking code.</p>

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	<p>Any self assessment comments to be written on post-it notes and initialled by child</p>
<p align="center">4</p>	<p>Guided Reading: 1 x weekly comment in home-school book using ‘tickled pink, green for growth’</p> <p>Writing: <u>All</u> writing work to be marked against Literacy non-negotiables/ongoing skills. Specific skill being taught through the ‘Can I’ statement must be highlighted/acknowledged in pink. Minimum expectation is that at least 1 focus/target group per day will have a detailed mark. Marking to link to ‘Can I mastery objective’ statement, written using a full sentence in school cursive handwriting style from the left hand margin. Next steps (in green) must give the children the tools to make improvements in their writing. All work marked with G/S/I.</p> <p>Spelling: Appropriate to child’s level and the task, taking into account spelling focus words. Spelling errors identified inline with the termly progression for marking spelling (Appendix 2)</p> <p>Handwriting: All books to be marked using M/T box</p> <p>Maths: All maths work will be marked or acknowledged by the teacher using M/T self assessment, and including G/S/I. At least once per week, teachers should complete a detailed mark addressing misconceptions.</p> <p>Science/RE: Alternate weekly teacher marking with self assessment. All writing work to be marked against Literacy non-negotiables/ongoing skills. Next steps identified. G/S/I code to be used</p> <p>Foundation Subjects: Each piece of work to include M/T self assessment linking directly to the learning objective. Non-negotiables/ basic skills will then be highlighted by the teacher within the margin as per the marking code.</p> <p>Any self assessment comments to be written on post-it notes and initialled by child</p>
<p align="center">5</p>	<p>Guided Reading: 1 x weekly comment in home-school book using ‘tickled pink, green for growth’</p> <p>Writing: <u>All</u> writing work to be marked against Literacy non-negotiables/ongoing skills. Specific skill being taught through the ‘Can I’ statement must be highlighted/acknowledged in pink. Minimum expectation is that at least 1 focus/target group per day will have a detailed mark. Marking to link to ‘Can I mastery objective’ statement, written using a full sentence in school cursive handwriting style from the left hand margin. Next steps (in green) must give the children the tools to make improvements in their writing. All work marked with G/S/I.</p> <p>Spelling: Appropriate to child’s level and the task, taking into account spelling focus words. Spelling errors identified inline with the termly progression for marking spelling (Appendix 2)</p> <p>Handwriting: All books to be marked using M/T box</p>

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	<p>Maths: All maths work will be marked or acknowledged by the teacher using M/T self assessment, and including G/S/I. At least once per week, teachers should complete a detailed mark addressing misconceptions.</p> <p>Science/RE: Alternate weekly teacher marking with self assessment. All writing work to be marked against Literacy non-negotiables/ongoing skills. Next steps identified. G/S/I code to be used</p> <p>Foundation Subjects: Each piece of work to include M/T self assessment linking directly to the learning objective. Non-negotiables/ basic skills will then be highlighted by the teacher within the margin as per the marking code.</p> <p>Any self assessment comments to be written on post-it notes and initialled by child</p>
<p>6</p>	<p>Guided Reading: 1 x weekly comment in school Guided Reading book using 'tickled pink, green for growth`</p> <p>Writing: <u>All</u> writing work to be marked against Literacy non-negotiables/ongoing skills. Specific skill being taught through the 'Can I' statement must be highlighted/acknowledged in pink. Minimum expectation is that at least 1 focus/target group per day will have a detailed mark. Marking to link to 'Can I mastery objective' statement, written using a full sentence in school cursive handwriting style from the left hand margin. Next steps (in green) must give the children the tools to make improvements in their writing. All work marked with G/S/I.</p> <p>Spelling: Appropriate to child's level and the task, taking into account spelling focus words. Spelling errors identified inline with the termly progression for marking spelling (Appendix 2)</p> <p>Handwriting: All books to be marked using M/T box</p> <p>Maths: All maths work will be marked or acknowledged by the teacher using M/T self assessment, and including G/S/I. At least once per week, teachers should complete a detailed mark addressing misconceptions.</p> <p>Science/RE: Alternate weekly teacher marking with self assessment. All writing work to be marked against Literacy non-negotiables/ongoing skills. Next steps identified. G/S/I code to be used</p> <p>Foundation Subjects: Each piece of work to include M/T self assessment linking directly to the learning objective. Non-negotiables/ basic skills will then be highlighted by the teacher within the margin as per the marking code.</p> <p>Any self assessment comments to be written on post-it notes and initialled by child</p>
<p>Home work</p>	<p>Learning logs: Positive, supportive comments in pink, acknowledging effort and/or independence. A challenge/next step comment written in green.</p>

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Rewards

The marking of work will help children develop in all curriculum areas. It will be used to celebrate success and encourage the children to work hard and always try their best. The following awards may be used to celebrate learning:

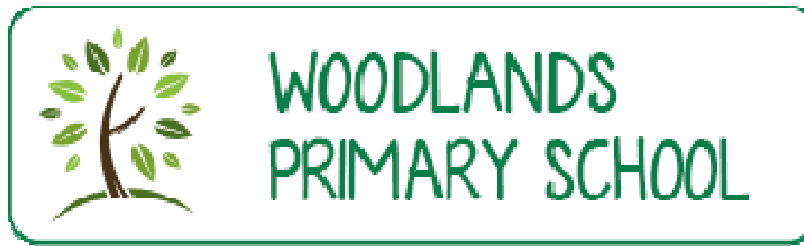
- Stickers and stamps
- Raffle tickets
- Green class points
- Verbal praise
- Visualising and showcasing best work
- Sharing work with other classes, teachers and senior leaders
- Sharing with parents via oral feedback and newsletter
- Star of the day/certificates

Monitoring and Review

Half-termly: The Senior Leadership Team & Subject Leaders will be responsible for monitoring the implementation of this policy by scrutinising books and looking at examples of work each half term. Designated Staff/SLT meetings will be set aside in order to accomplish this.

The desired outcomes for this policy are improvement in children's learning and the raising of standards across the curriculum. Children will be proud of their work and feel a great sense of achievement and ownership.

Appendix 1



Literacy Non-Negotiables

Presentation:

- Long date to be written in full on classroom boards, alongside short date
- DUMTUMS to be used in Literacy books – long date, underline, miss a line, title, underline, miss a line, start. Long date to be written on left hand side of book, and underlined with a pencil
- KS1 – date to be given to children on 'Can I' statement – gradually withdraw day of week so that children write day independently (NC requirement)
- Guided / Support / Independent must always be demarcated at the top right of the page of work by the class teacher using the G / S / I code that is consistent in letter sizing
- High standards and expectations must be reinforced across ALL curriculum areas and in all books
- All KS2 children to have 'non negotiables' card available in Literacy book as point of reference
- All errors must be crossed out with a single line only, using a ruler and a pencil

Handwriting:

- All KS1 & KS2 classes will have 3 x 15min timetabled weekly **taught** handwriting sessions
- PenPals handwriting scheme to be used using online resources available and a year group set of children's handwriting textbooks
- Posture and position to be taught as part of handwriting session and embedded in all other areas of teaching
- EYFS/Y1 to consistently model correct print when sharing writing
- Y2-Y6 staff to model the expected standard of joined handwriting at all times – joined, starting at left hand side of book/board with entry strokes to model joining
- Handwriting books with tram lines to be used for taught handwriting sessions
- All handwriting work to be marked using M/T system with a focus group targeted for guided handwriting in each lesson
- Errors must be addressed and opportunity for children to correct must be given to master handwriting
- Handwriting pen can be used by children in handwriting books to correct errors

Use of Pen:

Y1 & Y2	<i>Focus on presentation and handwriting using sharp pencil</i>
Y3	<i>Introduce handwriting pen in taught handwriting sessions. Children to receive 'pen licence' when handwriting joins are accurate</i>
Y4- Y6	<i>Pen to be used in all books</i>

Appendix 2

Progression in Marking of Spelling

Autumn Term	Spring/Summer Term
<p>Missing punctuation to be identified by a 'P' in the margin and circle where punctuation is missing.</p> <p>Spelling step one Quickly, I jumped aboard the trayn. <i>Highlight misspelt phoneme in the word.</i></p> <p>Spelling step two Quickly, I jumped aboard the trayn. <i>Highlight misspelt word.</i></p> <p>Weekly teacher marking will be heavily modelled and specifically referenced in tickled pink and green for growth comments</p> <p>Pink highlighting should be directly linked to the learning objective.</p>	<p>Missing punctuation to be identified by a 'P' in the margin.</p> <p>Spelling step three Sp. Quickly, I jumped aboard the trayn. <i>Identify a misspelling in the margin.</i></p> <p>Weekly teacher heavy modelling and annotations will become progressively less as children's independent redrafting increases.</p>

Woodlands Editing Code

Woodlands Editing Code	
P	Missing or incorrect punctuation
Sp	Incorrect spelling
?	Doesn't make sense
//	New paragraph
^	A word is missing here
*	Redraft this section

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This policy/document was reviewed by:

Signed **Date**

Position

Signed **Date**

Position

The next revision date is: