

Hautes Capelles “Responding to Childrens’ Work” Policy

This document is a result of a staff discussion on using marking effectively to support the children’s development in January 2015.

Note;

WALT – What we Are Learning To. This is often referred to as the Learning Objective

WILF – What I’m Looking For. This is what the teachers tell the children they need to do to show they have achieved the learning objective for the session.

Aims

- To show children that their work is valued and to promote positive growth mindset.
- To identify their next steps for learning and inform planning.
- To provide constructive feedback to the child.
- To provide opportunities for child self-assessment.
- To develop a shared understanding of a child’s learning progress.
- To allow specific time for children to read, reflect and respond to marking.
- To encourage, motivate and promote positive attitudes but recognise the challenges of learning.
- To inform parents of their children’s progress.

We believe that feedback to children comes in many forms and has to be age appropriate. Feedback may be in the form of:

- Verbal feedback individually or in groups.
- Peer assessment where the children help to judge each other’s work and give suggestions for improvement.
- Written focused marking .
- Judgement against the learning objective, this may be highlighted in green in the children’s writing and on the learning objective at the start of the work.

Principles

- That the feedback relates to Learning Objectives.
- Feedback should be related to specific criteria such as the WILF or success criteria.
- Feedback should be time manageable for teachers and age appropriate for children.
- It should when appropriate highlight next steps for the children’s progress. Effective marking should be constructive and be related to needs, attainment and ability.
- Marking should follow consistent practice throughout the school with the use of consistent codes.
- Supply and PPA cover teachers should be aware of the school’s marking policy.

In order to be consistent across the school we have agreed that:

- Children from Y1 to Y6 will self judge their learning in both Numeracy and Literacy sessions. In Year 1 and 2 this will be shown by the children drawing a traffic light colour. In the Juniors this will be shown by a comment i.e. I found this lesson challenging today because / today I was able to to....
- Reception and Y2 will begin to use the system for their next key stage during the summer term before moving up to Year 1 or Year 3.

- Traffic lights self-assessment. Green – I'm pleased with my progress, Orange – I'm almost secure but I need more practice, Red – I need more practise/help, I don't think I quite understand this.
- We will record WALT in the children's books but this must be phrased in short child friendly language.
- At the end of a learning activity, teachers will highlight this WALT in Green if it has been achieved.
- We will only highlight children's writing in Pink or Green. Pink represents think (Pink – think) this is an area in the writing which could be improved. Green is for Good and highlights particular phrases or words that the children have used well.
- We will complete focused detailed marking on quality writing for a group once a week. (As detailed below.) Time should be given in class for the children to respond to comments/ edit their text.
- If a teacher has worked intensively with a focus group the symbol T or a stamper should be written against their work to identify that the group have had ongoing feedback in the session.
- The codes below will be used for secretarial errors. No more than 3 spelling mistakes should be highlighted in a piece of writing and these should focus on high frequency words and age appropriate words.
- The marking codes will be displayed in the classrooms for supply staff and communicated to parents.

Codes – letter codes will be circled.

- SA = self-assessment (*children's self-judgement on their learning*)
- VF = verbal feedback (*teacher/adult has talked to the children about their learning*)
- PA= peer assessment (*other children have commented on the child's work*)
- GF = group feedback (*where a group have worked together to produce 1 piece of work so the feedback has been to the group*)
- HP = House point given
- T = teacher input into the activity (*children have had teacher support for the activity*)
- // = start new paragraph
- sp/  under the word = spelling error
- ^ = omission
- [] doesn't make sense
- Absence or incorrectly used punctuation, when appropriate is indicated with a circle around the incorrect letter
- Teacher's comments are written in coloured ink (not red).
- A range of stampers are used to provide feedback.

Focused marking for writing

- Extended pieces of writing must have quality focused marking at least once a week. This must indicate where the child has achieved something well against their success criteria and something to improve. An ideal is 2 good features and 1 area for development. Good features will be highlighted or underlined in the children's writing in green with an indication in the margin.
- Time should be given for children to respond to the area for development. This may be at the start of the next writing session.
- Consideration for technical writing must also be given when marking other areas of the curriculum i.e. punctuation and grammar.