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| Ladock C of E School | Marking  Policy |

**Marking is a vital tool that will enhance children’s learning by providing**:

* Feedback based on what the child has done so far;
* Identification of current levels of attainment and achievement;
* Shared discussion that outlines for the child what they need to do to improve.
* Time for the child to respond and demonstrate consistent use of new skills and knowledge.
* Provides the teacher with the information needed to plan next steps in learning.

Agreed Procedure

Pupils’ work will contain:

* The Date (See Planning and Assessment policy)
* The WALT

What the class are learning today.

* The WILF

What I am looking for

(The differentiated learning intention which is used to identify expected entry point only)

* The Success Criteria

What the child needs to do to be successful

* Identification of learning groups

(I-Independent, TA- Supported, T-Teacher, A-when a child is absent)

* Identification of ICT links and opportunities when appropriate.

The Marking Toolkit

Marking can take many forms, it might be completed by the teacher, a learning support assistant or the child. The teacher will determine ‘who?’ and ‘what?’ form marking will be most effective to ensure maximum impact on progress and learning. Priority will always be given to ‘Closing the Gap’ in the first instance.

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|  | **Closing The Gap**   * Is directly linked to the WILF (Learning Objective) * It is used to support pupils who have not met the expected WILF. * It will consist of a task used to address a misconception in order to embed learning. * Time must be provided for pupils to respond before moving on to ensure consistent use in subsequent pieces of work. (see Personalised Learning) |

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| MC900448744[1]MC900448744[1] | **Next Steps**   * Identifies what the learner can do to extend or enhance their learning and understanding. * Provides the learner with an additional task to move their learning on, e.g. Use the Thesaurus to find three alternatives for the word ‘big’. * It may reflect aspects of the WILF, but may also identify other aspects that could develop and further enhance learning. |

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|  | **Verbal Feedback**   * For young pupils and pupils with additional needs ‘Verbal’ feedback may be most appropriate. * The adult will summarise the discussion that has taken place in the pupil’s book. |

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| C:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DUDZRYK3\MC900412684[1].wmf  C:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CZ37GC2C\MC900412426[1].wmf  C:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DUDZRYK3\MC900412684[1].wmf | **Two Stars and a Wish**   * Generally takes place as part of Self/Peer Assessment. * Will normally happen during the Personalised Learning session. * Pupils are given time to evaluate and make judgments about their own work. * Pupils identify and highlight two aspects of their work they feel are strengths and one aspect that they could develop further. * In Peer assessment, one pupil might set a task for another pupil to complete during Personalised Learning. |

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| |  |  | | --- | --- | |  |  | |  | | | **Ticking and Highlighting**   * Completed by the adult and/or pupil to evidence examples of work that match the Learning Intentions (WILF) achieved. * The pupil and adult will highlight in yellow or blue aspects of the work that reflects their success in achieving the Learning Intention (WILF) or Next Steps. * The combination of yellow and blue (green) will identify where adult and pupil agree. |

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| **MC900363058[1]** | **Pit Stop**   * A Pit Stop is the point at which learning changes or where misconceptions need clarifying. * The level of challenge may be increased, e.g. a pupil demonstrates within a lesson that they have achieved expected learning and move to the use and application challenge or next level challenge. * There is a misconception and the teacher intervenes to offer support or adapts the learning for the pupil. |

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|  | **Personalised Learning**   * The opportunity for pupils to reflect upon and respond to marking before the next lesson is vital. * Teachers must timetable a designated Personalised Learning session daily to enable pupils to respond. * Subsequent evidence in pupils’ books must demonstrate consistent use of targeted skills. |

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| C:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DUDZRYK3\Thought_Bubble_1[1].gif**U&A** | **Using and Applying**   * Having gained the concept or skill, pupils use and apply knowledge and skills in a range of real-life contexts and problems. |

**Pupil Reference Card**

| **What they mean** | |
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| **C:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\2Q2Q5332\MC900432601[1].png** C:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CZ37GC2C\5418401602_b78817bab2_z[1].jpg  **Ticking and Highlighting** | My teacher has looked at my work and highlighted good examples.  I highlighted the ‘I can’ (WILF) that I achieved. | |
| **Closing the Gap** | I need to do this to achieve my WILF. | |
| MC900448744[1]  **Next Steps**  MC900448744[1]**BB** | I need to do this to achieve the next WILF or the next step in my learning. | |
| **Verbal Feedback** | I have talked about my learning with my teacher | |
| C:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DUDZRYK3\MC900412684[1].wmf  C:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DUDZRYK3\MC900412684[1].wmfC:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CZ37GC2C\MC900412426[1].wmf  **Two Stars and a Wish** | I have found two aspects of my work or another’s work that has been done well and one aspect that could be improved. | |
| C:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DUDZRYK3\large-Ladder-flat--0-12424[1].gif**Marking Ladder** | I used this to help me mark my work or my friend’s work. | |
| C:\Users\fiona.corfield\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DUDZRYK3\Thought_Bubble_1[1].gif**Use & Application** | I can use what I have learnt to solve problems. | |
| |  |  | | --- | --- | | **Pit StopMC900363058[1]** |  | | I am ready to move to the next WILF or challenge.  I needed something explaining to me during the lesson. | |
|  | I need to work on this in the next Personalised Learning session, or in my next piece of work. | |