Whitefriars' Assessment and Feedback: September 25

Marking Practices at Whitefriars are:

- Manageable
- Meaningful
- Motivating

The Purpose of Feedback and Marking at Whitefriars

- Addressing a misunderstanding and misconception
- Reinforcing a skill or piece of information
- Extending a child's understanding or ability to do something
- Acknowledging pupils' effort in work
- Correcting errors
- Identifying next steps for improvement
- Informing teachers planning
- Encourages children to be independent enough to confidently self and peer assess to articulate their learning and make subsequent improvements to their ongoing work
- Provides swift, concise and high impact feedback our children can act upon.
- Encourages children to be analytical and reflective
- Supporting children in making connections and embed deeper learning.

Feedback Opportunities at Whitefriars

- Mid lesson learning stops: built in live sampling. A sample of work is marked in front of the pupils using a visualiser so pupils can see how work is corrected enabling them to then make amendments to their own work.
- Verbal feedback: staff at Whitefriars 'rove' around the classroom during lessons providing insightful verbal feedback and guiding children as they learn.

Please ensure that all marking within a book is completed in blue.

Supported Work

- Please use the following code to indicate the level of support a child has received:

TS	Teacher support	TAS	Teaching Assistant Support

- This will be written in the margin or next to the support given.
- Annotations (where appropriate) will be recorded within the piece of work to evidence support/how a child has been pushed.
- Any significant edits will be made by children in purple pen.

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Self-Assessing Work/Learning Objective (Years 1 – 6)

- Children/Staff should use these face symbols to self-assess against the learning objective each English, Mathematics, Science and RE lesson (next to title):

- Please use a 'wobbly mouth' face rather than a sad face. This will be recorded in pencil/pen by the children and recorded in blue pen by the teacher next to the child's face (for the whole class).
- Where a face has been recorded as straight or wobbly, the child's name will be recorded on the DM sheet to reference why.

Peer Improvement

- Peer improvement will be completed in line with Shirley Clarke's guidance.

Minor Corrections

- Please tick work which is correct.
- Do not use crosses to identify where mistakes have been made.
- Age appropriate minor corrections will be made (using the inverse in maths if possible). Children wil not be expected to respond but progress must be monitored over time
- Use scaffolds or examples where necessary

Extended Writing

- At the end of each unit, a longer piece of writing will be completed – this piece of work should be marked with written comments (where needed) so that the child can respond and edit the piece of work
- A comment/verbal feedback outlining next steps or areas of strength will be given at the end of the piece of writing

Distance Marking Sheet (Rec – Year 6)

- The DM (Distance Marking) sheet will be used to record any misconceptions highlighted during the lesson
- Children who have achieved the objective without any misconceptions evident will not be recorded on this sheet
- This sheet will show the name of the child and the issues that need to be addressed
- The recording of teaching assistant comments will be agreed with the class teacher
- This sheet will be kept with weekly plans so that cross reference is possible

Mathematics

- Please tick work which is correct.
- Do not use crosses to identify where mistakes have been made.
- Use scaffolds or examples where necessary.

Topic/Foundation subjects

- All work should be acknowledged by the teacher: the faces, a tick or initals could be used (No DM sheet)

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Clear Focus on Editing
• A mid-lesson learning stop will be built in for reflection. • In writing, colour pop will be used to identify sentence structure. • Edits will be made by the children in purple pen.

Purple pens will be used by the children when making changes to their work and when responding to marking comments. Any edit made to a piece of work will be done in purple pen.