



St Uny Church of England Academy Marking & Feedback TLPs



Mission Statement:

We believe each child is special, unique and loved by God. We provide a broad, balanced and creative education within a stimulating, inclusive and safe environment, inspired by Christian faith and practice.

'Let your light shine before others...'

Matthew 5:16

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.
- The teacher with the information needed to plan next steps in learning.
- Opportunities for self and peer-assessment across a range of subjects.

Agreed Procedure:

Pupils' work will contain:

- The Date.
- The WALT (we are learning to).
- The WILF (what I am looking for). This is the differentiated learning intention which is used to identify expected entry point only. This also supports mixed-age planning and progression.
- The Success Criteria. What the child needs to do to be successful (where appropriate).
- Identification of support (I-Independent, TA- Supported, T-Teacher, A-when a child is absent).

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.



What Went Well: A comment from the marker (teacher, support staff or pupil) about what went well in the lesson. This must be linked directly to the learning objective.



Even Better If: A comment from the marker (teacher, support staff or pupil) about What could be done to make the piece of work even more successful.



Next Steps: This is where misconceptions from the lesson may be tackled, an extra challenge given to consolidate or misspelt words* selected for learners to practise.

**It is an expectation that, from any piece of written work, three spelling misconceptions are picked out for the child to practise x3 times at the bottom of the page. These spellings need to be checked in subsequent pieces of work to check the correct spelling has been embedded.*

Expectations:

- It is an expectation that all adults mark in green ink.
- The WALT / WILF is to be printed onto a sticker and stuck in the top left-hand corner of the page.
- If the WALT / WILF has been achieved by a learner within a lesson, the label must be highlighted with a Green highlighter to show the objective has been achieved.
- Pupils who have 'Next Steps' in their books must respond to marking feedback, challenges or misconceptions and these need to be checked by the class teacher.
- Identification of support (I-Independent, TA- Supported, T-Teacher, A-when a child is absent) is evident for each piece of work.