



Teaching and Learning – Marking and Pupil Records of Achievement

Introduction

This policy is consistent with the government's 'Assessment for Learning' framework. These arrangements apply to both Kodesh and Secular teaching.

The driving force behind introducing these arrangements is to raise and maintain standards across the whole school by introducing a consistent marking policy which allows the children to see **how** the results of their efforts relate directly to what they are learning and to allow the children to know **that** and **how** they are improving. This should result in the children taking more pride in their achievements and consequently wishing to maintain high standards or achieve higher standards.

The aim is to reduce the time a teacher has to spend doing formative marking whilst at the same time increasing the amount of information anyone (teacher, child, parent, other staff member etc.) can glean from the marking. Consistent and accurate marking that always relates to the **Learning Intentions** greatly assists the teacher regarding writing end of year reports.

These principles in this policy apply throughout the whole school – Foundation Stage, Key Stage One and Key Stage Two. Reception and Key Stage 1 teachers (as well as any other staff) may feel the need to augment the coding system of marking with additional motivator comments (Super Duper, fantastic writing etc.) but this does not obviate the need for still completing the more formative marking for every 3rd piece of work.

WE DO OUR MARKING IN EITHER BLUE PEN (IF THE WORK IS IN BLACK) OR IN BLACK PEN (IF THE WORK IS IN BLUE). WE DO NOT USE RED PEN AS IT PHOTOCOPIES VERY BADLY.

Principles and Procedures

1. TEACHING WITH LEARNING INTENTIONS (LI)

- All Learning Intentions originate from the long and medium term planning (eg the National Literacy Strategy, QCA work schemes, the Foundation Stage Early Learning Goals etc) and are already identified in the class medium term planning.
- A Learning Intention for a particular lesson is **not** the same as a learning target – a child's target is more long term (eg. half termly).
- A Learning Intention is what the teacher intends the children to **learn** during a particular lesson and is clearly **directly related** to what the teacher intends to teach. However, it must always be borne in mind that just because something has been

taught does not necessarily mean it has been learnt which is why the **marking** related to the LI is so important.

In short, lesson plans and evaluations are evidence of what has been taught, whilst marking and assessment are evidence of what has been learnt.

- Our class teachers state what the Learning Intention (LI) is at the start of the lesson in terms the children can understand.
- **This usually means that the teacher should re-phrase the Learning Intention from professional language to age appropriate classroom friendly language.**
- The LI is what the teacher is expecting the children to learn, (eg. identifying set prefixes in a Hebrew text; identifying the factors contributing to how Yaakov received the first born blessing; using speech marks appropriately) not the work that the children will be doing (eg. how many Hebrew verses will be completed; Sedra; writing a poem).
- We also write the LI on the board and/or flipchart.
- Teachers of Foundation Stage and Key Stage One classes employ the WILF method to simplify the concept of a Learning Intention.
- **WILF** is an acronym for '**What I'm Looking For**' and should be accompanied on the board by a little person (known as **WILF**) peeking over a wall / behind a door etc. looking for something.
- The WILF is very simple eg '**WILF = full stops**'.
- Teachers continue to employ the WILF in Key Stage Two as an accompaniment to the LI in order to immediately differentiate the lesson for the lower ability pupils.
- Younger children should not waste learning time copying from the blackboard, Therefore, children in Reception and Year 1, and for at least the first half of Year 2, should not have to write the WILF on the top of their work. Instead, classroom staff write the WILF on top of the children's work (eg, '**WILF = Counting in Twos, or I am learning to count in twos**').
- The classteacher makes several references to the LI or WILF during the lesson, including physically pointing to where it has been written on the board.
- We tell the children that most of the marking of the work will relate directly to how well the LI or WILF has been achieved.
- In Key Stage Two, wherever possible, the children write the LI or WILF on the top of their work.

2. MARKING

- **All coded and formative marking of work should only ever be in relation to the LI / WILF.**
- We let children and parents know that we only mark and correct in reference to the stated LI / WILF.
- All our marking is for a practical purpose.
- We believe the purpose of marking is both to inform the teacher how the child achieved the LI as well as to give the pupil positive feedback regarding achievement and future improvement.

- All our staff can understand and interpret the marking and plan for the children accordingly.
- We aim to mark / comment upon work as soon as possible, preferably with the child.
- Verbal feedback is a valid form of marking. When done, we write VFG (Verbal Feedback Given) on the work.
- We use a consistent style of marking across the school.
- We use a combination of coded marking and more formative marking.

Coded Marking

- We use coded marking on every first and second piece of work for that subject (ie. in each exercise book).
- In Reception and Key Stage One classes, the teachers write an ***I am able...*** statement on the bottom of the work (eg ***I am able to count in twos***) followed by the marking code.

CU = Completely Understood

PU = Partially Understood (note the areas the child does and doesn't understand)

VFG = Verbal Feedback Given

IND = Independent (to be used only in instances where it is not yet the norm for the child to work independently).

FS = Fully Supported (plus how eg physical assistance, dictionary assistance etc.)

PS = Partially Supported (plus how eg verbal prompt only, adult support required to keep child on task but not with the actual work etc.)

TT = 'Time Taken to complete' for SEN children (and any other slow workers) especially when gathering evidence prior to requesting statutory assessment. Eg TT = 35 mins.

Error Codes

- We believe that the only purpose of marking errors on a child's piece of work is to improve learning and achievement.
- All marked errors have to be corrected by the children.
- We are careful that the number of errors marked has to be within the time made available for the children to do their corrections.
- The only errors marked are in direct relation to the stated LI / WILF of the lesson.
- Teachers link curricular areas within the Learning Intentions, especially in relation to writing. For example, spelling, grammar and handwriting learning intentions are included in extended writing tasks within other subject areas eg History, Science, Sedra etc.
- These are the **writing error codes** we use across Secular and Kodesh departments:

SP = Spelling

GR = Grammar

HWR = handwriting

- Spelling errors should be marked and corrected in the margin of the work on the appropriate line. The maximum number of errors we correct for each piece of work in each year group is:

Reception, Year 1 and Year 2	2 errors
Year 3	3 errors
Year 4	4 errors
Year 5	5 errors
Year 6	6 errors

- Each spelling, handwriting and grammar (where appropriate) error should be corrected 3 times by the pupil after the marking. We give time in the following lesson to allow for this in order that the children have a chance to practise the new patterns.
- Correcting errors may take the form of the child independently thinking of more examples of the spelling/grammar pattern/rule. It does not always have to take the form of copying out the same word/phrase three times.
- We do not mark numeracy error codes with a cross (x). Instead we mark the error with a slash (/) which is later converted to a tick when corrected.
- From Year 3 or Year 4 (depending on the children's maturity and ability) we follow the slash by an error code so that the children have some indication of how to correct their errors.
- These error codes are also enormously helpful to teachers when reviewing books later in the year with a view to writing reports.

ME = Method Error

CE = Calculation Error

- As with spelling errors, children are given sufficient time to correct errors and therefore learn from their mistakes.
- Corrected work is always re-marked.
- We ensure that the children, parents, new/supply staff are fully familiar with the coded marking scheme.
- We print the marking and error codes on code explanatory A5 sheets.
- Class teachers are responsible for ensuring that pupils stick in a code explanatory sheet on the inside back page of their exercise books.

Formative Marking

- Our class teachers complete formative marking after every completed third piece of work in each subject. *(It is understood that due to the different nature of the Kodesh work assignments, it might not be possible to do a formative marking for every third piece of work. However in order to allow for this, the work set can, in some subject areas, lend itself more to formative marking. For example, instead of answering questions for Sedra homework each week, a more creative writing assignment with clear Learning Intentions could be set every third week.)*
- The formative marking is in **direct reference** to the LI / WILF for that piece of work. We also make reference to the half termly targets, especially when they have been

achieved. Since the half termly targets are stuck inside each exercise book, it is not be difficult for the class teacher to access them.

- The balance of comments is the sandwich style, i.e. two positive comments to one practical suggestion for improvement comment. Negative comments should always include practical suggestions for improvement. **The marking always makes direct reference to the previous formative marking**, especially in reference to those previous suggestions made with either recognition to the child for successfully having taken the suggestions on board, or a reminder to the child that action still needs to be taken in that area. This sometimes requires a modification to the original suggestion.

Signing Marking

- **All work, marked by an adult, is signed unless it is marked by the class teacher.**
- An absence of a signature gives an understanding that the work was marked by the class teacher (Kodesh or Secular).
- Other staff who may at some point mark a piece of work are subject co-ordinators, classroom assistants, LSAs, EMAG teachers, supply teachers etc.
- **When anyone else, apart from the class teacher marks a piece of work (including using the coded marking), this is signed with the marker's name, designation (eg NP, LSA, TA, DH, Supply) and date.**

3. HALF TERMLY TARGETS

- We set all the children half termly targets.
- We are careful to use SMART targets (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound)
- We keep these targets in the classroom as well as in the children's individual record of achievement files.
- We adopt a different procedure for pupil's half termly targets in Reception, Key Stage One and Key Stage Two.
- We share children's targets with their parents at parents' evenings.

	NUMBER OF TARGETS	TARGET AREAS	PUPIL AVAILABILITY
RECEPTION	maximum of 3	1 x Literacy 1 x Numeracy 1 x behaviour/social	Written on a wall display. Staff verbally remind the children of their targets.
KS1	maximum of 3	1 x Literacy 1 x Numeracy 1 x behaviour/social	Each child has an individual laminated card with their targets. Copy the card for the pupil record of achievement.

KS2	maximum of 5	2 x Literacy 2 x Numeracy 1 x behaviour/social	Targets printed on <i>flip up cards</i> that are stuck inside the children's work books for easy pupil and staff reference.
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4. SIGNIFICANT ACHIEVEMENT

- We use the concept of Significant Achievement to immediately recognise and reward attainment in all areas of the curriculum including behavioural and social.
- Examples of when children make a significant achievement include if they complete outstanding pieces of work / complete work in the time when this is not normally the case / complete work independently when this is not normally the case / complete work without complaining which is not normally the case / reach a half termly target / effectively and efficiently take on board suggestions for change / show a remarkable improvement in handwriting / display excellent middos/ display excellent or improved attitude to work or to other people etc.
- **The list is endless but definitely not exhaustive and we never limit it purely to academic achievement.**
- Significant Achievement awards across the school are slightly different from the significant achievement stickers that staff use in the Foundation Stage classes to record observations of pupil progress and achievement.
- We regularly recognise Significant Achievements in both Kodesh and Chol lessons as well as in out of class school life eg playground, lunchtime etc.
- This is how we manage Significant Achievements:
 - The teacher writes SA on the piece of work concerned.
 - The teacher clearly annotates the work in easily photocopyable pen to indicate why this is a significant achievement.
 - The teacher, at the time, writes out a Significant Achievement certificate.
 - Note that if the SA is for behaviour or a non-written piece of work, it is sufficient to write the 'evidence' on the actual certificate.
 - The teacher photocopies the piece of work and the SA certificate, using the printer/copier in the classroom.
 - The teacher staples together the copies of the certificate and the work and passes this to the office for filing in the pupil's record of achievement file.
 - We pass the original certificate to the Headteacher for assembly presentation.
 - We keep a visible display in each classroom of who has received Significant Achievement awards. This ensures that staff are reminded to award all pupils equally and to tailor targets and expectations appropriately so that all pupils have regular opportunities to succeed and achieve.

5. PUPIL RECORD OF ACHIEVEMENT FILES

- We request pupil progress records from feeder schools and nurseries.
- Nursery and Reception children have individual green pupil Foundation Stage record files. These files contain all the 'evidence' gathered through on-going staff observations in order to complete the Foundation Stage Profile. (see Foundation

Stage Teaching and Learning policies for more detail). We pass these files to the Year 1 teacher to keep and refer to during the year. They are sent home to the children's parents to keep at the end of Year 1. The Foundation Stage Profiles are passed into the new Pupil Record of Achievement files.

- We open new Pupil Record of Achievement files when children enter Year 1.
- These Pupil Record of Achievement Files started in Year 1 stay active through to Year 6.
- The Pupil Record of Achievement files include both Secular and Kodesh work.
- We store the contents of files in chronological order (with the earliest records on the top) so that the children can read through them in order showing their progression through the school.
- We store the following in each Pupil Record of Achievement file:
 - Individual Pupil Foundation Stage Profile documents
 - National Curriculum Pupil Record of Achievement sheets
 - Annual Tracking Individual Pupil Progress Record sheet
 - Half termly targets.
 - Significant Achievement Certificates (copies of the certificate & the annotated work).
 - End of year individual pupil reading records.
 - Termly levelled writing.
 - Autumn term NFER reading assessments.
 - Termly Numeracy assessment (2 x Testmaker, 1 x QCA)
 - Individual pupil ICT progress record.
 - End of year QCA assessments (Y3-Y6).
 - End of year Kodesh assessments (Y3 – Y6).
 - End of year school reports.
 - Pupil self-chosen work
- Toward the end of each half term, we give the children their Record of Achievement files so that they can review and enjoy their past progress.
- At this review, each child chooses 2 pieces of work from that half-term that they wish to be included in the file. The children complete a pre-produced template allowing them to explain why they feel this is a significant piece of work to include in the file.
- We give the Pupil Record of Achievement files to the children to keep at their end of Year 6 graduation ceremony.
- Should a child leave the school before the end of Year 6, we pass the Pupil Record of Achievement (and the Foundation Stage Record green file if appropriate) to the receiving school.
- We pass the following information onto the receiving secondary school:
 - The individual pupil National Curriculum Pupil Record of Achievement booklet
 - A copy of the Annual Tracking Individual Pupil Progress Record sheet.
 - A copy of all the Year 6 entries in the Pupil Record of Achievement file.
 - End of Key Stage 2 SATS result.

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