

<p>We encourage a culture of collaboration between staff and pupils, where each reflects openly and honestly about the learning and teaching and the progress that is made because of this. Regular opportunities to discuss and refine practice are provided. Please also refer to our ‘Cycle of Assessment and Progress’ and ‘The processes that underpin our cycle of assessment’</p>			
PS1 (Reception & Y1)	PS2 (Y2 & Y3)	PS3 (Y4, Y5 & Y6)	RBSC
Organisation			
<p>Date/Title (instead of WALTs) *WALT- We Are Learning To</p> <p>Title to be highlighted pink (not secure), green (secure) or both by staff to show level of understanding that the pupil has about the WALT</p>	<p>Date written by pupils when ‘ready’</p> <p>Date and title/WALT</p> <p>WALT to be highlighted pink, green or both by staff to show level of understanding</p>	<p>Date and WALTs written by pupils where appropriate, UNDERLINED</p> <p>Date written in English or Welsh</p> <p>Short date for Maths</p> <p>WALT to be highlighted pink, green or both by adult to show level of understanding</p>	<p>LO for the week</p> <p>I can statements recorded in learners’ books</p> <p>Pictorial STS discussed with pupils</p> <p>I can statement to be highlighted green or not highlighted by adult to show level of understanding</p>
<p>*STS- Steps To Success</p> <p>STS, usually generated with learners, before activities – not shown in books</p>	<p>STS - sometimes generated with learners, sometimes given but discussed- recorded in books for some lessons</p>	<p>STS- often generated with learners, sometimes recorded in books</p>	
<p>Books</p> <p>laith- planning and spelling, punctuation & grammar (Alan Peat)</p> <p>Thema- Mantle work, extended writing</p> <p>Separate Welsh books</p> <p>Separate guided reading books</p>	<p>Books</p> <p>laith- planning tasks and spelling, punctuation & grammar (Alan Peat)</p> <p>Thema- extended writing, Mantle, RVE and cross-curricular Welsh (half termly)</p> <p>Separate Welsh books</p> <p>Separate guided reading books</p>	<p>Books</p> <p>laith- planning tasks and spelling, punctuation & grammar (Alan Peat), handwriting, guided reading work (back of books)</p> <p>Separate Welsh books</p> <p>Thema- Mantle work, RVE and cross-curricular Welsh</p>	
Self-assessment (SA) & peer-assessment (PA)			
<p>Verbal SA</p>	<p>Verbal SA and traffic light for 1 literacy and 1 maths per week</p>	<p>SA or PA (in red pen)</p>	

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<p>Mantle sheets discussed with children as part of SA</p> <p>SA once a week in maths Red/yellow/green dot - red-found it tricky, amber- found it okay and able to move on to next session, green-confident</p>	<p>Mantle sheets discussed with children as part of SA</p> <p>Staff supported SA- using yellow highlighter to identify good features of work- as and when appropriate</p> <p>Begin to train pupils in effective PA</p>	<p>laith-SA/PA after the cold-write, revisit after the hot write</p> <p>SA- yellow highlighter to identify good features of their work- as and when appropriate</p> <p>SA in maths- pre and post unit assessment Red/yellow/green dot (each WALT)</p>	
<p>Written feedback (Live marking (marking in the moment with pupils) used as often as possible) *See marking key at the bottom of the table</p>			
<p>Feedback given verbally and/or in the form of a Welsh stamp Pink and green highlighter/pen where appropriate Wishes where appropriate (written in pink) e.g. formation/spelling</p>	<p>Feedback given verbally and/or in the form of a Welsh stamp Pink and green highlighter/pen where appropriate Wishes where appropriate (written in pink)</p> <p>When appropriate, ask to write a word problem (WWP) for given mathematical calculations</p>	<p>Feedback given verbally and/or in the form of a Welsh stamp Pink and green highlighter/pen where appropriate Wishes where appropriate (written in pink)</p> <p>Maths- WWP (Write your own word problem)</p>	<p>Feedback given verbally</p> <p>Pink/green highlighters used when appropriate</p> <p>SA once a week in maths and laith Red/yellow/green happy faces</p>
<p>Focus on spelling and letter/number formation</p> <p>Pupils respond with letter and number formation practice Spelling errors are practised</p> <p>All pupil responses are acknowledged</p>	<p>Focus on spelling and letter/number formation</p> <p>Spelling errors are practised 3 times Clear focus on spelling corrections should be seen in most work For pupils that have specific difficulties with spelling the focus should be on HFWs</p> <p>All pupil responses are acknowledged</p>	<p>Focus on spelling, punctuation and handwriting</p> <p>Spelling errors are practised 3 times Clear focus on spelling corrections should be seen in most work For pupils that have specific difficulties with spelling the focus should be on HFWs</p> <p>All pupil responses are acknowledged</p>	<p>Focus on spelling and letter/number formation</p> <p>Pupils respond with letter and number formation practice Spelling errors are practised</p>

Verbal feedback			
Progress discussions to take place between the teacher/TA and the pupil- share and discuss work, address misconceptions and provide support to individual pupils in deciding upon their next steps *refer to our 'Cycle of Assessment and Progress' and 'The processes that underpin our cycle of assessment'	Progress discussions to take place between the teacher/TA and the pupil- share and discuss work, address misconceptions and provide support to individual pupils in deciding upon their next steps *refer to our 'Cycle of Assessment and Progress' and 'The processes that underpin our cycle of assessment'	Progress discussions to take place between the teacher/TA and the pupil- share and discuss work, address misconceptions and provide support to individual pupils in deciding upon their next steps *refer to our 'Cycle of Assessment and Progress' and 'The processes that underpin our cycle of assessment'	'One to one' discussions to take place between the teacher/TA and the pupil- share and discuss work, address misconceptions and provide support to individual pupils in deciding upon their next steps
Teacher led focus groups-engage several pupils in discussing a task and modelling effective feedback and questioning that supports pupils in moving their learning forwards	Teacher led focus groups-engage several pupils in discussing a task and modelling effective feedback and questioning that supports pupils in moving their learning forwards	Teacher led focus groups-engage several pupils in discussing a task and modelling effective feedback and questioning that supports pupils in moving their learning forwards	Teacher led focus groups-engage several pupils in discussing a task and modelling effective feedback and questioning that supports pupils in moving their learning forwards
Learner led collaboration that allows pupils to take the role of a leader in applying the skills they have learned to support each other's learning	Learner led collaboration that allows pupils to take the role of a leader in applying the skills they have learned to support each other's learning	Learner led collaboration that allows pupils to take the role of a leader in applying the skills they have learned to support each other's learning	
<p>We mark using green is for good and pink for think (how can work be improved). Factor time in to ensure SA and PA is meaningful</p> <p style="text-align: center;">*Please see examples of marking on p5-8</p> <p>Underline in pink (explicit) e.g. missing punctuation, unacceptable spelling (wiv or wot!), highlight a section of text that needs to be correctly punctuated or edited</p> <p style="text-align: center;">Missing words demarcated by ^</p> <p style="text-align: center;">New paragraph demarcated by //</p> <p style="text-align: center;">Grammatical errors underlined by a ~~~~~</p> <p style="text-align: center;">Calculations incorrect demarcated by a dot</p> <p style="text-align: center;">Spelling x3 in margin or at the bottom of the page</p> <p style="text-align: center;">Thema and Science- for extended writes and investigations write on alternate pages (Y4/5/6, below if applicable)</p>			
We avoid negative comments and unanswerable wishes			

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Welsh comments (stamps) should be used where applicable

Live marking (marking in the moment with pupils) used as often as possible

Expectation that all work has been acknowledged by a member of staff- green/pink /comments
where applicable

25.09.2023

Problem Solving & Reasoning

WALT: Order 2-digit numbers

Pentagon (Year 2 Blue):

Chn work in pairs to find which numbers up to 100 have consecutive digits, where the second digit is one more than the first, e.g. 34. (There are eight.) Chn write them all in order then mark them on the 0-100 beaded number line made from RS 290 0-100 beaded number line. Discuss what chn notice about the numbers they have found. What do you notice about the numbers on the beaded line? How far apart are they? What is the difference between the pairs of numbers?

12

23

34

45

56

67

78

89

What is the difference?

11

7

7

7

7

Tuesday 26th September 2023

Dydd Mawrth Medi 26

2G- WALT; follow and build upon a form modelled by the teacher

Steps to success

- To write 'All the Ws' sentences:
- Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? What if?
- The sentence should be punctuated with a question mark

When am I going to see my family?

How do you feel? What?

😊 Da.

show show show show

Tuesday 26th September 2023

Dydd Mawrth Medi 26

2G- WALT: follow and build upon a form modelled by the teacher

Steps to success

- To write 'All the Ws' sentences:
- Your short sentence must start with one of the following W words: Who? What? When? Where? Why? Would? Was? What if?
- The sentence should be punctuated with a question mark

⊖ Bendigeidwg.
What if its what?
Who is the cat?
Had a h you?
like a 15 it is a h to the? ^{time}

h h h h h
a a a a a

Tuesday 26th September 2023

Dydd Mawrth Medi 26

2G- WALT: follow and build upon a form modelled by the teacher

Steps to success

- To write 'All the Ws' sentences:
- Your short sentence must start with one of the following W words: Who? What? When?
- Where? Why? Would? Was? What if?
- The sentence should be punctuated with a question mark

When am I going?
What did you say?

😊 da!

a d a d a

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