Marking Policy

Introduction

Marking is an essential part of planning, teaching, learning and it is an essential part of our Assessment for learning and assessment of learning policy. Responding to pupils work in a constructive way acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

We believe that the most effective way of marking is through dialogue.

Purpose:

- To help raise standards of achievement
- To enable pupils to reflect on performance
- To inform setting challenging but achievable learning targets.
- To provide pupils with constructive feedback
- To show pupils that their work is valued
- To promote positive attitudes towards learning
- To demonstrate that achievement and effort is recognized
- To provide information for assessment and planning
- To correct errors and address misunderstandings

Principles:

- Be **constructive**
- Be related to needs, attainment and **ability**
- Be focused on the **learning objectives** / Nod) and success criteria of the session
- Be related to the children's individual **targets**
- Be **consistent** throughout the school so that pupils know what to expect.
- Ensure that pupils know **where they are** now, what they **need to do** to improve to make further progress and **where they need to go** next.
- Pupils need to **highly skilled** in being able to assess their own work and that of others.

'The single most powerful modification that enhances achievement is feedback. (Hattie)
'The research reported here shows conclusively that formative assessment does improve learning'. (Black and William)

Great Ways To Marking Smarter

The more involved the learner is the better…

The less the teacher does the better…….

The nearer the experience the feedback is, the better……

The more specific the feedback, the better…….

Close the Gap Marking

Feedback is more likely to be used to guide improvements if it can be provided before learners have moved on to new work

Learning Objective

Learning Objectives/intention – the intended outcome for the lesson/part of the lesson is shared with pupils at appropriate times in the lessons. Using Nod – learning … in Key Stage 2 and Learning Ladybird Says – at Foundation Phase

Success Criteria (the steps required to achieve the learning) are share, discussed and or agreed following the sharing of the objective, using i bod yn llwyddiannus (to be successful…….) at Key Stage 2 and Success Spider Says.. at Foundation Phase.
All feedback relates to this.

New learning is distinguished from practice

Practice makes fantastic

Self Assessment

Pupils self assess, using traffic lights/thumbs up, middle or down against achievement of Learning Objective/s and or at throughout and or at the end of every lesson.

I didn't achieve the learning

I understood/was able to achieve part of the learning
I achieved part of the steps to success
I am beginning to understand

I achieved/ understood all the learning and could explain or teach someone else

Verbal and Written Feedback
Close the Gap Marking

Feedback whether verbal or written marking – will be provided by the teacher or through self or peer assessment will relate to achievement of the success spider/steps to success and the learning intention (WALT/Learning Ladybird)

Using stars and a wish (Foundation Phase) **star and target** (Key Stage 2)

Feedback will require action, usually immediate action in relation to the wish provided.
The wish provided by the teacher or peers will support the pupil in achieving parts of the steps to success to secure learning intention
Question prompts will be used where appropriate to support this:-
Reminder prompts ("What else could you say here?")
Scaffolded prompt ("What was the boy doing?" "The boy was so angry he….." 2Describe the expression on the boy's face.")
Example prompts ("Choose one of these of your own: H ran around in circles looking for the rabbit/ The dog couldn't believe his eyes)
A **CHALLENGE** will be used as the wish to extend those who achieved all steps to success/ Learning Intention.
Planning will identify time to reflect upon marking and or allow self, peer, teacher feedback/ marking within each session

Teachers marking in purple pen
The teacher who delivers the session will mark the work as quickly as possible
Teachers handwriting needs to be legible following school handwriting policy
Comments must be in child speak
Comments will relate to success criteria/Learning Objective – as above
Pupil self and peer assessment will also be written in green pen/pencil
Self editing will be written in green pen/pencil
As much as possible work should be marked with the child/groups of children.
Within the foundation phase the aim is to do this within sessions.
In Key stage 2 teachers will aim to mark with a focus group during sessions.

Peer feedback (critical friend) / Marking
During appropriate lessons peers will review each other work orally and or in written form (in upper level classes) using the marking system 1 or 2 stars and a wish against the success spider/steps to success.
As identified above pupil will use green pencil/pen

Self Marking
During some sessions learners self marking will be included into mini pleanries
Various methods will be used as appropriate to the lesson

Errors to correct
Circled/underlined in foundation phase / © at Key Stage 2. May be part of the wish or additional too.

Spelling
Only spellings the learner should have spelt correctly will be corrected – underlined and for pupils at Level 2/outcome 5 and below written in the margin. A maximum amount of spelling will be identified at the discretion of the teacher based on the age and ability of the learner.

Grammar and Punctuation
Errors learners should not have made will be identified with a ___ /© to correct
ˆ will be used to indicate something needs omitting
// indicate new paragraph

Presentation
Presentation including handwriting errors will be identified as errors/corrected at the discretion of the teacher based on the ability of the learner.

Marking Code

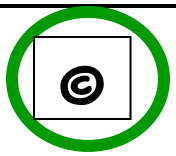
Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, an accepted common marking code is shared and understood by all to support marking

✓	good work gwaith da
✓✓	excellent work ardderchog
–	Spelling error Correct word written above where necessary. Corrected with a dictionary for those who can
?	This doesn't make sense
★	★something good act on my wish
T	You have achieved your target
O	Maths errors circled

Key Stage 2

★ T	★ something good T -act on my target

WT	You have achieved your writing target
✓	good work gwaith da
✓✓	excellent work ardderchog
?	This sentence doesn't make sense
NA	Nod Achieved
sp	Spelling error
//	paragraph
R	Use a **ruler** to underline
P	Punctuation error
U	Incorrect **unit** (m, cm, l, ml, kg, g)
X	error

	corrections

Homework
All written homework will be marked and returned to the learners

Monitoring
SLT will monitor marking on a termly basis

Review
Reviewed and agreed by staff – March 2016
Signature of chair of governors –
Review date – March 2017