



	Date Adopted	Review Date
Policy	Aut 2024	Aut 2026
Procedure		
Information		

Marking Policy

Introduction

At Bryncethin Primary School we believe that responding to children's work and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance. This will ensure that all children will have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. Marking will challenge every child. As a result of this policy there will be greater consistency in the way that children's work is marked across the school.

Aims

To use the marking of children's work across the curriculum as a strategy to:

- challenge all children
- show that we value the children's work and through praise encourage them to value it too
- feedback to children on performance, supporting their progressive development
- provide an assessment record
- marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback
- whenever appropriate/possible, teachers should provide individual verbal feedback to children
- the marking of children's work, either written or verbal, should be regular and frequent
- teachers should look for strengths before identifying a way forward when marking work
- marking should be linked to learning objectives/targets in some cases
- marking procedures and marking standards should be consistently applied across the school
- the marking criteria should be displayed in each classroom and children should understand the meaning of the marks/markings they receive.

Marking For Assessment

Marking children's work should be a manageable form of record keeping for everyone. This should feed into school assessment records, which are based on subject specific skills and National Frameworks. It is immediately available to, and 'owned' by the child, and should have more impact on learning.

Marking should focus on how well a child has achieved the learning objective:

- this is not simply through secretarial skills, but through written and oral work, as well as contributions to lessons;
- in learning situations teachers should ask themselves whether learning intentions and objectives are clear to the child;
- not all pieces of work can be 'quality marked'; and
- teachers need to decide whether work will simply be acknowledged or given detailed attention

Guidelines

The following procedures for correcting children's work should be implemented by all staff:

- children's work should be corrected as soon as possible after completion, and if possible, in the presence of the child
- work should be corrected according to lesson objective (although this is left to professional judgement)

- when correcting a piece of work the procedures on the attached sheet, entitled Marking and Assessment for Learning Codes and Marking Policy Summary should be implemented
- when marked work is returned to children there should be some kind of verbal feedback either individually or as a class.
- During lessons staff give pupils constructive verbal feedback. As a result, pupils have a clear understanding of how to improve their skills and the content of their work. Staff give pupils regular opportunities during and at the end of lessons to reflect on their own and others work. This approach ensure that pupils across the school develop successfully as confident independent learners.

Marking As Feedback

- feedback is directed from the teacher to the child or the child to the child on what is good, and what can be improved
- feedback often specifies attainment and improvement and dialogue in constructing achievement and improvement, either individually, in a group or the whole class
- whenever possible, marking and feedback should be shared with the child by either the teacher or learning support officer
- when marking is undertaken away from the child, teachers should consider:
 - does the child understand the symbols?
 - can the child read my comments?
 - do I allow time for these to be read?
 - do I plan in time for some improvement to the work, or does this have to be transferred to another piece of work another time?
 - for assessment to be formative, the feedback information has to be used.
 - Do children have time to improve?
 - Is drafting used to support this process? Improvements can be made when re-drafting, but not all work need be redrafted;
- marking is, therefore, based on the learning outcomes, objectives and also personal targets
- effective marking should include the involvement of children (self and peer marking) in assessing their learning and that of others. Marking should be concise and focused.

Effective marking should:

- provide clear feedback to children about strengths and areas for development in their work
- recognise, encourage and reward children's efforts and progress
- record children's progress
- help parents to understand their child's strengths and areas for development in their work
- provide children with next steps/targets for improvement
- address misconceptions
- be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work)

Agreed Marking System

- Marking symbols will be displayed in classrooms for all to be aware of, including learning support assistants and supply teachers. They will be regularly discussed with children.
- Only red pens should be used for teacher marking.
- Celebratory Welsh marking comments may also be used.
- Purple pencils or pens are used for peer or self marking.
- Learning support assistants and supply teachers will be expected to mark in the same way with any child or group of children they work with.
- Children should be encouraged to check work to aid movement towards self-evaluation and self-improvement.
- The extent of the teacher's response to a piece of work will be determined not by the number of errors found in it, but by the teacher's professional judgement.
- Consideration will be given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the

impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

Who does the marking?

- If the nature of the work is relatively mechanistic, or the evaluation is within the scope of the child, the children may mark their own work or the work of others;
- another child may be involved in the marking when the criteria are fully understood;
- the teacher should undertake the majority of the marking; especially when the complexity of the work needs analysing and decisions need to be made about what needs doing next; and
- the teacher is responsible for overseeing all marking that takes place within the class, although when appropriate the Teaching Assistant may support the marking process.
- Success criteria, What Went Well (WWW) and Even Better If (EBI) are strategies that may be used by the teacher and pupils at an appropriate age and stage.

Marking at a distance

Marking should be carried out as often as possible with the child present, and comments made should be recorded on the child's work, if needed for future reference, if verbal feedback has been given by the class teacher that will be recorded as **V**. However, if this is not possible a comment should be made for the child to know how they have coped with the learning objective for that piece of work. Double ticks are used to show that the learning objective has been achieved and a single tick is used if it is partially achieved.

Evaluating work

- Children need to evaluate their own work, to identify progress and help the teacher to provide future work. This can be achieved by using a code to decide if they felt the work was:
 - ☺ I did the best that I could do
 - ☹ I need further support with this
 - ☹ I found it difficult
- children also need the time to reflect on the comments given during the week.
- during this time children have the opportunity to focus on developing the learning objective, correct spelling mistakes, include/change describing words....; and
- the teacher will also have the opportunity to discuss work with individuals, explain objectives and give support, where needed, during the reflection time.

Monitoring and evaluating of marking.

- Books will be monitored as the monitoring policy by all staff. A random selection of books will be selected from each class to observe marking techniques.
- The policy will be presented to Governors annually.

Marking Codes

Children need to be aware of the marking policy of the school.



Ysgol Gynradd

Bryncethin

Primary School

‘Believing is Achieving’ / ‘Credau i Lwyddo’

Marking and Assessment for Learning Codes

√√	Learning objective fully achieved (on learning objective)
√	Learning objective partly achieved (on learning objective)
√	Correct answer.
X	Incorrect answer.
S	Support given.
V	Verbal feedback given.
.	Used to show a numerical error – check your answer

Assessment For Learning Codes

GW	Group work. Gwaith grŵp.
PW	Paired work. Gwaith pêr.
IW	Independent work. Gwaith annibynnol.
SA / PA*	Self-assessment / peer-assessment. Hunanasesu / Asesu gwaith ei gilydd.
CC	Curriculum Cymraeg. Cwricwlwm Cymreig.
IWB	Individual white boards. Byrddau gwyn.
* Peer/Self-Assessment will be written in purple pen or pencil.	