

# Caersws Primary School

## Marking Policy

### Introduction

Marking is an essential part of planning, assessment, teaching and learning, and reflects the aims of the school, which seek to encourage the highest possible standards for each child. The marking policy aims to encourage a positive self-image and increase pupil independence in learning. The marking policy takes into account the school's policy on equal opportunities.

Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. The way that work is marked can make or break the essential dialogue between the teacher and learner: this is the dialogue which enables a student to know how well they are working, what their strengths are and what to do next to improve. Marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning, and which enhances children's learning.

### Aims

- To identify the next steps in learning.
- To encourage, motivate, support and promote positive attitudes.
- To provide constructive feedback.
- To provide information for assessment.
- To inform planning.
- To promote high standards.
- To correct errors and clear up misunderstandings.
- To recognise achievement, presentation and effort.
- To show pupils that we value their work.
- To allow pupils to reflect on their work and to set new targets together with the teacher.
- To help parents to understand the strengths and areas to develop in their children's work.

## Objectives

At Caersws School marking:

- Is constructive.
- Is related to needs, attainment and ability.
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance.
- Is consistent throughout the school.
- Ensures that pupils know how well they are doing and what they need to improve to make further progress.
- Is positive.
- Sets targets for children to ensure pupil motivation and involvement in progress.
- Encourages a dialogue between teacher and child.

## Marking Procedures

Staff follow an agreed system of 'Tickled Pink' and 'Green for Growth' which has been clearly explained to all pupils. Consistent procedures in responding to pupils' work gives clear messages to pupils, parents and other teachers about individual progress. Evidence of response to children's work can be found on written tasks, but much of the work in the Foundation Phase classes is practical and consequently the responses to children are verbal. A great deal of verbal praise is given throughout the school. We believe that dialogue is an effective way of marking and moving children forward in their learning. Further information can be found in the Foundation Phase Policy and the Assessment, Recording & Reporting Policy.

### **Tickled Pink and Green For Growth:**

A piece of work that is viewed as very good and meeting set lesson objectives or shows an improvement in a child's work will be highlighted in pink and this will usually be accompanied with a short explanation. A child's work may also reveal an area that needs improvement as it does not meet lesson objectives or where the teacher seeks an improvement. This will be highlighted in green and will usually be accompanied with a short explanation. Pupils are to action 'green for growth' as soon as possible after marking.

Although excellent teaching and assessment are central to students' high attainment, not all pieces of work can be quality marked. Ticks will be used where work is correct and at least one in every 5 pieces of work should be quality marked.

Rewards such as stickers may be given by individual members of staff. House points/table points and Dojo points are given where particular effort is shown. Staff will make use of appropriate comments in Welsh such as 'Da iawn' or 'Bendigedig'.

Support staff working with pupils may mark the work to assist the teacher's understanding of how the pupils undertook the task. Work must be marked according to this policy and initialled by the member of staff.

Teachers will not over mark a piece of work, it will be focused on the learning objectives, success criteria and be reflective of the stage of development of the child.

Marking may take place during the lesson which allows for immediate feedback. Most work, particularly in Key Stage 2, will be marked before the next session of that subject. Where possible, pupils will be given the opportunity to read and reflect on the comments made and discuss with the teacher if they wish.

The following system of codes can be used by staff, for instance to indicate when work has been completed independently, or how much support has been given.

I work completed independently by pupil

P the pupil worked with a partner

V verbal feedback given to pupil

S+ S++ S+++ pupil required a little, some or significant support from an adult

sc an adult scribed for the pupil

sp a word underlined for spelling correction required

// a new paragraph required

O circle around an error or missing/incorrect punctuation

supply worked marked by a supply teacher

## **Monitoring**

Marking should be regularly scrutinised, and books should be seen as part of both lesson observations and learning walks by the SMT.

## **Children's responses to marking**

Children should be given time, at the start of the day/or in a discrete time set, to read and respond to the written feedback the teacher has provided. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Children should be expected to respond to the written feedback, either by correcting mistakes in a pencil/different coloured pen or by writing a reply. When

children have responded to feedback, teachers should initial their feedback to acknowledge the child's response.

**Self-Assessment:** Caersws School recognises that pupils engaged with the learning process through reflecting and making judgements on their own work make significant improvements.

In the Foundation Phase children use 'Mr Men' stickers to express what they feel about their work. Older children can use the traffic light system in Maths where they colour in the appropriate 'light' at the bottom of their work to indicate their understanding of the task and therefore how well they feel they have completed the activity. In other subjects the '2 stars and a wish' system is employed – the pupils evaluate their work, choose 2 aspects related to the success criteria on which they feel they have made progress and then 1 aspect where they can improve.

**Peer-Assessment:** Caersws school recognises the benefits of peer assessment. This is sometimes done verbally during or at the end of lessons and sometimes through the addition of a post it note. It is not appropriate to use peer-assessment on all tasks but should be used where deemed most beneficial.

### **Related Documents**

- Assessment, Recording and Reporting Policy.
- Curriculum Policy.
- Foundation Phase Policy.