Aspire, Apply, Achieve

MAES Y LLAN COUNTY PRIMARY SCHOOL

Marking Policy

Signed _____ **(Deputy Headteacher)**

Signed _____ **(FP Lead)**

Signed _____ **(Headteacher)**

Signed _____ **(Chair of Governors)**

Date _____

To be reviewed _____

Marking Policy

Introduction
Effective marking encourages, motivates and provides steps to the next stage of learning; forms part of the assessment for learning process, and is an assessment of children's progress. It is one of the ways that we provide feedback to children in order to progress learning.

Aims of Effective Marking
To:
- Encourage, support and praise children; celebrate success, boost children's confidence and self-esteem.
- Provide positive feedback.
- Focus on specific success criteria of a learning intention to monitor progress and inform next steps.
- Encourage self and peer assessment as part of the marking and assessment process.
- Allow children to respond to the marking and feedback (age & level appropriate).

Implementation and Feedback
All work should be marked as soon as possible, preferably in the presence of the child by the person responsible for the particular activity/lesson. Teaching staff are to mark in **green,** support staff to mark in **purple**, and supply staff to mark in **red**. All marking is to be positive and constructive. **Praise** can be given through the use of motivational stickers/ smiley faces/ green tokens/ DOJO points. It is also expected that Welsh responses are frequently used.

Marking/feedback refers back to the specific **Learning Intention** and **Success Criteria.**
Feedback must be focused; statements such as 'well done' or 'good effort' without any further explanation or development are too vague and unhelpful.
If the Learning Intention is achieved, it is to be ticked at the beginning of the work.

Where **verbal feedback** has been given, staff are to make this known in the children's book through the use of a stamp or the circling of the letters '**VF**'. The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for the needs of individual pupils.

Child response to task and feedback.
As soon as the children are ready within Reception, they are expected to self-assess using a smiley face/traffic light stamp following a piece of work. At the teacher's discretion, Two Stars and a Wish can later be introduced, as well as self-editing pieces of work.
 The provision of feedback should be a shared activity which aims to encourage dialogue and develop the self-assessment skills of learners. Time needs to be given to allow children to read and respond to feedback they may have been given. Post-it notes in books will be used to indicate where reflections/corrections are to take place. They are expected to respond to marking/make corrections using a **black** pen.

Where it is not possible to mark in the presence of the child, the teacher should note any child/children who are experiencing difficulties/exceeding success criteria to talk to the child as soon as possible to ensure work is appropriately planned for next steps. Constructive positive comments are used to help develop the child's learning and understanding.

We **avoid using crosses** to indicate any errors a child has made, instead using a dot or circle to indicate the need for self correction.

Staff are expected to **model good presentation** in their marking of work e.g. correct letter formation/legible handwriting, etc. Please refer to handwriting and presentation scheme.

Marking Codes

The use of marking codes is used throughout school to encourage consistency and to aid transition between classes for pupils. Supply teachers and TAs will also mark work with appropriate marking codes. The relevant Key Stage marking codes are visible in pupil's classrooms. **Where they are used effectively, they save teacher time and provide valuable feedback which helps learners improve**. The marking codes should be explained and used consistently to avoid confusion for pupils.

Spelling Errors

Age/level appropriate spelling errors that need correcting should be underlined and the child should either use a dictionary to correct them or they should be given the correct spelling by the adult for them to practise 3-5 times at the bottom of the page.

Self/Peer-Assessment & Marking

Opportunities for self and peer-assessment are provided, particularly as children progress through the school, whether by proof-reading their own work, checking it with a partner or responding to structured comments made on their work by their teacher. Children use a black pen when responding to feedback in writing. Children are shown how to assess their own and other's work in relation to success criteria.

Self/peer assessment strategies
- Writing feedback on post-it notes
- Traffic lights/smiley faces stamps
- 2 Stars and a Wish stamp - using the task's Success Criteria.

Progression in self/peer-assessment
- A few children may be ready to start more formal self/peer-assessment during the upper Foundation Phase.
- During the Autumn Term of year 3, self-assessment should begin to become a more regular feature, moving on to peer-assessment when the children are ready.
- In Year 4 most children should be using self-assessment where applicable and should continue to develop their peer-assessment skills with reference to the Success Criteria.
- In Year 5 and 6 children should now be proficient in self-assessment and increasingly proficient in peer-assessment.

Equal Opportunities

Equality of opportunities is always observed with positive attitudes to creative development being developed irrespective of disability, gender, race, ethnic origin, culture, language or religion.

Monitoring and Review

Monitoring the quality and standards of marking is the responsibility of the SLT and all Learning Area / Subject Leaders.

Remember, not all work needs to be marked in detail. The quality is more important than the quantity. Consider the impact your marking will have.

Marking Codes

CODE	MEANING
TA initial	TA led activity
G/P/I/S	Group/Paired/Independent/Supported
√	Correct
√√	Excellent; do it again!
.	Incorrect
H	Change to lower case
h (double underline)	Change to upper case
siad (underline mistake and correct in margin or below work)	Spelling mistake – practise correct spelling x3 / x5 times
nice (underline with wavy line)	Choose a better word
∧	Insert a word
? (in the margin)	Re-read to check makes sense
P (in the margin)	Missing punctuation on this line
//	New paragraph
VF or VF stamp	Verbal feedback given
GT	Green tokens
DJ	DOJOS