

Ysgol Gynradd **Llanidloes** Primary School

Policy for Marking



This policy was adopted on 21st November 2012

Signed: _____ (Chair of Governors)

Signed: _____ (Headteacher)

Reviewed: November 2014, 9th February 2022

Introduction

At Ysgol Gynradd Llanidloes we believe that all children are entitled to regular and comprehensive feedback on their learning. Therefore, **staff and pupils** will mark work and give feedback as an essential part of the assessment process.

Aims

We mark pupils' work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or their individual targets;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding and identify any misconceptions;
- provide a basis for both formative and summative assessment, to inform future lesson-planning and recording and reporting.

Broad principles of marking

- ✓ The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the pupil. It is not about finding fault but helping the pupil to learn. Consideration needs to be made as to what a particular child is capable of, what the next learning stage involves, and what should now have priority.
- ✓ The marking should be in accordance with the lesson objectives and success criteria, and increasingly the pupil's own learning targets. For the marking to provide constructive feedback, it is important that the pupils are aware of what the learning objectives/success criteria are.
- ✓ The pupils should be encouraged to read and acknowledge the comments made and be given the time to do so.
- ✓ Comments should be appropriate to the age and ability of the pupil and may vary across year groups and key stages.
- ✓ Comments will focus on only one or two key areas for improvement at any one time.

- ✓ Whenever possible, marking and feedback should involve the pupil directly. The younger the child the more important that the feedback is oral and immediate.
- ✓ Marking will generally be in green pen.

Marking writing – specific guidance

Yellow Box Marking: a paragraph (or a maximum of two) should be closely marked where the writing exceeds this amount. To distinguish this focus section, it is boxed in yellow. The paragraph selected should relate to the lesson objectives and success criteria. The rest of the writing should be skim read, to gain an overall judgement and to help put feedback to the pupil in context. The following strategies and codes shall be used, mostly for active marking purposes:

Highlights Use of a highlighter pen to identify good quality vocabulary, sentence structures or writing techniques, which can be shared with other pupils

Green for Growth A squiggly green line can be used under a word or sentence or down the side of a paragraph to indicate that an improvement is desirable. A note may be made by the teacher to assist the pupil with a direction e.g. vary the adjectives, create short sentences etc.

_____ To indicate mis-use of upper or lower case letters

○ Missing or mis-use of punctuation

Sp. Spelling error – the word may be written over or in the margin by the teacher, or the pupil may need to look it up. This may lead to some form of ‘quick fire’ practice.

/ New line required (e.g. in speech)

// New paragraph required

^
them in) Word(s) omitted (the teacher may choose to write it or them in)

Written work within other curriculum areas

Where written work is being marked as part of another curriculum area, the Learning Objective or Success Criteria for the session should inform the marking criteria in the main. However, a secondary comment may be made about the writing if deemed necessary, in order to raise standards in writing across the curriculum. Comments on spelling will only be made where it is related to a pupil's target or it is a word they should know (high frequency/from spellings/technical vocabulary linked to subject etc.).

Summative marking

Comments need to reflect on how well a child has demonstrated their understanding of the lesson objectives or success criteria and should ideally follow the pupil's own assessment of two stars and a wish. The summative marking should not include corrections for that piece of work (unless it is to be presented for display purposes) but may indicate a way forward for the next piece of work. However, it may be appropriate for a few key spelling errors to be identified for practice.

Maths marking

- | | |
|---|--------------------------------------------------------------|
| ✓ | Correct answer |
| . | During active marking, to indicate a correction is required. |
| X | During summative marking to indicate an incorrect response. |

Triangle assessment

Pupils should use the triangle assessment method to indicate their level of understanding at the end of units of work. The teacher comments will then take these into consideration when they are marking and can add their own assessment triangle alongside where appropriate.

- | | |
|---|------------------------------------|
| / | I am finding the concept difficult |
| ⌋ | I understand this |
| △ | I understand this very well |

Marking and Feedback – Our Four Approaches




1. ‘On the go’ marking and feedback

- teacher concentrates on one group, marking ‘on the go’ (i.e. within the pupil’s work)
- there will be ‘green teacher pen’ advice at critical points in the piece of work which will then acted upon by the pupil
- teacher can note verbal feedback (VF) or adborth lafar (AL)
- update *My Writing Progress* sheet in front cover of book

2. Peer assessment

- in pairs (or other appropriate grouping), pupils will assess each other’s work, referring to the success criteria / checking that the pupil has met their target

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- using ‘polishing pens’, pupils will *up skill* their partner’s work or mark in collaboration with partner
- pupils check (and update if age appropriate) *My Writing Progress* sheet in front cover of book

3. Self assessment

- similar to peer assessment

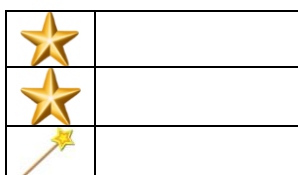
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- pupils use polishing pens to up skill their own work
- pupils check (and update) *My Writing Progress* sheet in front cover of book

4. 'Follow up' marking

- teacher marks using 2 stars and a wish following the lesson



- at the start of the lesson, pupils will have time to read their teacher's 'Follow up' marking

Showing immediate impact


Immediate impact needs to be very obvious in books.

At the start of the lesson, pupils will have time to read their teacher's 'Follow up' marking and **highlight** the target/wish/next step with an actual highlighter. Then when they next act on that or respond to that advice, they **highlight** it.

What will it look like?

For example:

Teacher comment:

 Remember **capital letters** at the start of **names**

Pupil response:

David knew that as soon as he reached **A**lbion **L**ane, he would ...