

Ysgol Frongoch



Marking Policy

At Ysgol Frongoch we are committed to supporting the learning of our pupils by providing clear feedback through our comprehensive marking scheme [appendix 1]

We believe that the purpose of marking work is to celebrate pupil achievements, to diagnose areas for development, to guide with targets and 'next steps' and to evaluate learning. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked: the learner is actively involved in the process. As the school is working towards Cymraeg Campus there is an expectation that there will be some evidence within books of Welsh being used by both adults and pupils.

At Frongoch, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.

Effective marking should:

- Be manageable for staff.
- Be positive, motivating and constructive for children.
- Be at the child's level of comprehension.
- Be written in handwriting that is legible and a model for the child.
- Be frequent and regular.
- Allow specific time for the children to read, reflect and respond to marking.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Involve children in the marking process [whether oral or written] as regularly as possible.
- Relate to the learning objective/success criteria of the work set.
- Be consistently followed by teachers and TA's across the school in line with the Effective Marking and Feedback strategies [see below].
- Use the agreed Marking code [appendix 1] to correct errors.
- Positively affect the child's progress.

Procedures

- Children's work should be marked using green/red pen.
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective/success criteria. Refer to these when giving written and verbal feedback.
- Acknowledge verbal comments and praise with the appropriate symbol from the code. Encourage pupils to respond to feedback during allocated Target Time.

- Look for persistent errors and patterns of errors rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling will be highlighted, only words that the child should be reasonably expected to know.
- Purple is used for self-assessment by pupils.
- Target Time will be given at the start of relevant lessons for the pupils to respond to feedback and improve their work.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback

Next steps

This can be used to highlight an error or provide an extension of the task.

Verbal feedback

This means the discussion of work and direct contact with the child. A discussion should be accompanied by the appropriate marking code symbol in the child's book to serve as a permanent record for the child, teacher and parent. A VF symbol should be used to acknowledge verbal feedback has been given.

Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Peer Marking

Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set such as listening, confidentiality and so on. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective/success criteria.

Quality Feedback comments

Personalised quality, verbal or written, feedback comments should be used frequently to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective/success criteria. A focussed comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved.

Useful 'closing the gap' comments are:

- A reminder prompt - e.g. 'What else could you say here?'
- A scaffolding prompt – e.g. 'What was the dog's tail doing?'
- An example prompt – e.g. 'Choose one of these or your own: He ran around in circles looking for the rabbit/ The dog couldn't believe his eyes'

Time is then given for the child to respond to the written prompt, thus enabling them to 'close/bridge the gap' and improve their work further.

Monitoring

Marking and feedback will be monitored termly by the Senior Leadership Team and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Adopted : 30.01.2020 [Spring]

Signed on behalf of Governing body: