



"Opening doors to the future"

CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL

MERTHYR TYDFIL COUNTY BOROUGH COUNCIL

GREENFIELD SCHOOL

MARKING POLICY

Wayne Murphy, Head Teacher.
Rachel Faulkner, Deputy Head - Standards
Carol Conway, Deputy Head - Wellbeing
Gwyn Daniels - Assistant Head



' Opening Doors To The Future ' ' Agor drysau i'r dyfodol'

Original Completion Date

January 2015

Author

Rachel Faulkner, Deputy Head- Standards

MONITORING THE POLICY

This policy will be reviewed bi-annually unless change of circumstances or legislation requires it to be amended earlier.

Signed: Date:

Head teacher

Signed: Date:

Chair of Governors

Review Date

Author

Our Vision

'To open doors to the future'

Our Mission Statement

That children, staff, parents, carers and all stakeholders work actively in partnership to enable all pupils to realise and reach their full potential.

Aims

- For pupils to operate as independent learners and thinkers
- To inspire a love for learning
- To provide a relevant curriculum for all
- For pupils to value themselves
- To foster a sense of belonging to a community

Our Values

- We create
- We respect each other
- We try our best
- We are a team
- We learn from mistakes
- We celebrate each other's success
- We are polite and considerate
- We produce magic moments

We want every child to be safe and happy in our school. We believe that the key to this is for us all to have self-respect, respect for others and respect for property.

Everyone has the right to:

- Feel safe, cared for and respected.
- Be able to learn to the best of his/her ability and to develop whatever skills he/she possesses.
- Be treated equally irrespective of gender, race, physical characteristics or any other factors.
- Learn and play without disruption.

Everyone is expected to:

- Be responsible for their own behaviour
- Respect the rights of others
- Share our values

Principles

Our marking and feedback policy is based on the principles that:

- Children have the right to have their work acknowledged, to be given feedback in their achievements and to be given advice for their future learning.
- Feedback informs all participants of the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Who is involved :

Leadership team	To monitoring and evaluate.
Class Teachers	To give a range of feedback in a variety of forms.
Learning support staff	To mark in line with the learning intentions and comment on assistance given.
Pupils	To self-assess and mark, peer assessment and how they can improve their own work.

Guidance for marking by teachers:

Teacher marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read / respond to the marking
- it is informing the teacher of learning needs which can be incorporated into future planning

Remember that:

- marking is most effective in the presence of the child
- children should be given time to read/reflect on/respond to marking
- effort should be acknowledged alongside achievement

Marking and feedback by teachers should take some of the following forms, as appropriate to the work:

- marking should be related directly to the learning intention / success criteria
- in key stages teachers to agree useful symbols to be understood by the class they are working with. These symbols should be shared with the children and displayed in the classroom.
- positive comments and guidance to pupils to moving their learning forward
- pose an open question specifically related to the L.I to think about next steps
- a correct example given by teacher
- a request to do some corrections
- verbal feedback to be acknowledged in books
- use of continuous oral feedback
- use of mini plenaries to model and share good examples
- asking children to check their work again referring to success criteria (with time given to do so)
- drawing attention to how children have moved on
- LSAs working with groups can mark their work
- time allocated for conferencing with pupils

Notes:

Teachers' handwriting needs to be legible as a model for the child and in a contrasting colour (Green) to the child's work.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.

Guidance for Peer / Self-Assessment:

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful. It also acknowledges the need for clear modelling and training of children in how to peer and self-assess meaningfully, and that time is planned into lessons to make improvements.

Some successful peer / self-assessment strategies include:

- 2 stars and a wish
- Traffic lights systems
- Thumbs up / thumbs down
- use of green (positive) and pink (development) highlighters
- or any developed as appropriate to the activity.

Expectations

All pieces of work in books should be acknowledged in line with the approaches listed above: i.e. either through teacher marking, peer marking or self-assessment.

Detailed marking:

- For Literacy and Maths, there should be a fair balance of teacher and child marking where appropriate.
- Teachers should also be conscious of checking the quality of peer and self-assessments made by children
- For Literacy and Maths, there should be evidence of detailed teacher marking when a teacher has worked with a group or individuals.
- For foundation subjects there should be evidence in Topic Books of teacher, peer and self-assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in achieving the success criteria. Children should be given opportunities to feedback their comments about other children's work in the topic books throughout the year.
- In each subject area each child should have one piece of work marked in detail once every week at least.
- Cover/Supply teachers need to mark and initial all work

Relevant elements of detailed marking will be introduced during the foundation phase, in preparation for KS2 and 3, although it is expected that children will be given more oral feedback at this stage due to the level of pupil need and ability.

Alternative Ways of Sharing/Celebrating a Child's Success

- openings of lessons
- mini-plenaries e.g. Why is this good? (Refer to success criteria)
- plenaries and use of apple tv's
- Friday "Celebration" Assemblies
- Achievement Awards
- Displays

Monitoring:

Marking and feedback will be monitored by senior management, through taking in samples of books and through lesson observations.

Marking methods

1. All marking of pupils work should be carried out in green pen
2. Work marked must be dated and signed by the person marking.
3. Marking slips must include "my shining light", "one star and a wish", "two stars and wish". "got it" " keep thinking". Teacher and pupil involvement in identifying next steps in learning.
4. Use comments/symbols economically so as not to smother or deface work.
5. Use comments appropriate for the particular child
6. Avoid negative words or comments and ensure that feedback is appropriate to the particular needs of the pupil.
7. Talk positively to the pupil.
8. Motivation stickers can be used where appropriate
9. Peer/self-assessment, this can be verbal or written and can be recorded using photographs by the pupils themselves if possible.


KEY STAGE APPROACH

Foundation Phase (RTF)






WALT

Learning Intention:
LNF:



Activity:



Foundation Phase (Lower) and (upper)

★		Bendigedig! 
✨		Meddwl 
★		
★		
✨		

14-19

Name:			
Area of Learning:			
LNF Step:			
LNF Target:			
Learning Intention:			
Comment:			
<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">E</div> <div style="border: 1px solid black; padding: 2px;">U</div> <div style="border: 1px solid black; padding: 2px;">M</div> </div>			
Next Step:			
Feedback:			
Self Assessment:	 <input style="width: 30px; height: 30px; border: 1px solid red;" type="checkbox"/>	 <input style="width: 30px; height: 30px; border: 1px solid red;" type="checkbox"/>	Signed:
			Date:

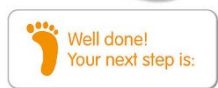
Stampers



Thumbs up (green)



2 * and a wish (Purple)



Well done! Your next step is (Orange)



Verbal feedback (green)

