



MARKING POLICY

Chair of Governors:

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MARKING PUPILS WORK POLICY

Contents

- Introduction
- Marking
- Organisation
- Strategies
- Marking passports – feedback to pupils
- Moderation
- Review

Introduction

At Ysgol Bryn Derw we believe it is important to secure pupils on-going development and progress in order that every pupil can realise their full potential.

To achieve this all marking of pupil work must be: -

- Positive
- Clear and appropriate in its purpose
- Productive in its outcomes
- Pupil centred.

The marking of all work throughout the curriculum is viewed as a recognition of pupil's achievements, as well as a method of guidance towards future learning by the highlighting of teaching and learning points.

Marking

The nature of marking at Ysgol Bryn Derw is built around the following principals.

Marking should:

- Be prompt, if it is to be meaningful to pupils
- Follow a consistent approach across school (classes/ key stage)
- Develop children's self-esteem through praise and valuing achievements
- Be relevant and accessible to all pupils – a pupil marking passport
- Be multi-sensory according to pupils needs and interests
- Help pupils understand the link between their achievements and feedback
- Be shared across pupils, parents, the school community and beyond
- Be linked to clear learning objectives
- Be informative, enabling teachers to identify information to inform future teachings
- Give opportunities for pupil to give their opinions on their own work (pupil voice)
- Be manageable in terms of workload for staff

Organisation

In order to mark work pupils and staff need to be clear about the specific intended learning objectives. Without this clarity it is difficult to evaluate performance. Teachers must communicate intended learning objectives to pupils clearly as well as those who support their learning.

While planning lessons teachers need to judge how much work they set to allow time for opportunities to feedback to pupils, on a continuous basis and / or during discreet plenary sessions.

When delivering lessons teachers must identify appropriate learning objectives for all individual pupils and have appropriate strategies for sharing these at the start, during and at the end of lesson or series of lessons.

All class teachers, in consultation with their class team, and with reference to the pupils one –page profiles, must create a class Marking Passport.

The class Marking Passport is a one-page document and details specific strategies to be used to provide individual pupils with feedback relating to their performance and how to develop next steps to learning.

Strategies

UNIVERSAL WHOLE SCHOOL METHODS OF MARKING

FORMATIVE EVIDENCE

Workbooks, worksheets, art etc. (on - going work). Must include the Date: Learning Objective: and Initials of Marker: Staff should use the following key when marking work. (Marking code to be stuck inside the front page of work folder as a reference).

H/H	= hand over hand
PP	= physical prompt
VP	= verbal prompt
GP	= physical prompt
I	= independent

If the pupil is unable to achieve LO then SSLO (smaller step learning objective) should be noted with the opportunity to complete task.

SUMMATIVE EVIDENCE

Annotation of work selected for pupil Record of Achievement / AQA folders will be presented on a specific key skill annotation sheet with the following information.

- Name
- Context for learning Subject/Area
- Planned Learning Objective
- Level Achieved (Routes for Learning, Foundation/National Outcomes, NL Framework)

- Level of Support (refer to marking key)
- Pupil's voice

Marking passports - feedback to pupils

Class staff celebrate pupils' success by identifying the most meaningful and relevant strategy to meet pupils needs on an individual basis.

ALL PUPILS – a whole school approach

(Extension level pupils – Early and intermediate level/P7-NC)

- Written comments including 😊 & ✅ annotation work
- Pupil Voice stickers 😊 😐 😞 with pupil comment annotated if applicable.
- Direct positive comments / praise
- Message in Home –School Book / letter home
- Class announcements in plenary sessions
- Special mention in assembly and copy of certificate to go home
- Head Teacher award – mention in Special mention Book
- Visit to Head of Department / Team leader

SOME PUPILS

(Access level pupils – via the school Total Communication approach at a discoverer level/Foundation outcome 1 or level P4-7)

All above and:

- Facial expressions
- Signing / gestures
- Objects of reference (e.g. tickled pink feather, clappers)
- Class songs (e.g. you're a star, good work song, that's the way we like it)
- Clapping routines (e.g. ketchup clap, round of applause)
- Now then Next schedules, preferred activities immediately following a work task

INDIVIDUAL PUPILS

(Foundation level pupils – Pre Intentional and Early intentional level of communication/Routes for Learning/P1 -3)

All above and:

- Informed by those who know pupils best and could include; song, action specific to them provided immediately as part of 'cause and effect' anticipation routine (e.g. Intensive Interaction).

Moderation

The school's assessment manager agrees each class marking passport to ensure consistency and alignment with performance data from communication assessment profiles, on an individual and class basis.

Quality assurance is secured via 'learning walks', observations and work scrutinise.

Review

This policy is reviewed regularly by the assessment manager in consultation with teaching staff and approved by the Governing Body.