



MARKING POLICY

Chair of Governors:

Date: March 2023

Review date: March 2026

MARKING PUPILS' WORK POLICY

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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 (LO) 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.

The majority of pupils who are P5 and below (Sensory Pathway) must have 'Engagement Profiles' (see Engagement Profile placemat) outlining pupils' engagement levels and pupil voice. These documents also provide next steps for learners in terms of engagement, class teachers and class teams should reference the engagement profiles and associated language when marking pupils' work for Sensory Pathway learners.

The majority of pupils who are P5 and above (Academic Pathway) must have a 'Best Learner Profiles' (see Best Learner document) outlining key features of pupils' best learning. These are useful to reference when marking pupils work as they provide information on what pupils work and focus looks like when it is at "it's best", allowing class teachers and class teams to provide realistic and valuable feedback to pupils.

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	= gestural prompt
I	= independent

Next steps should be provided where appropriate to outline next steps for learning or to identify ways in the which the LO needs revisiting or revising. Next steps may include SSLO (smaller step learning objectives).

SUMMATIVE EVIDENCE

Annotation of work selected for pupil 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

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

- 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 or end of day collective worship
- 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

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

Quality assurance is secured via 'learning walks', observations and work scrutinies are carried out by SLT and TLR teachers.

Internal moderation processes are carried out during the Summer Term in Sensory and Academic Pathways.

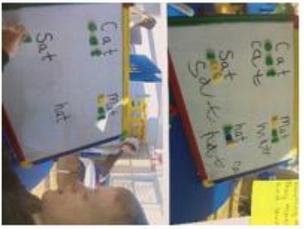
Review

This policy is reviewed regularly by the assessment manager in consultation with teaching staff and approved by the Governing Body every 3 years.

A pupil's folder is a visual representation of their experiences and learning journey at Ysgol Bryn Derw.



At least 1 piece of LLC evidence per week and 1 pieces of MD evidence per week.



At least 1 piece of evidence per fortnight for each AOLE.



Folders are clearly labelled with a photograph of the pupil, their name and their class on the front.

Folders are all set up in the following order

- 1 page profile.
- IEP 1,2,3
- AOLE tabs- LLC,M&N, H&WB, S&T, EA, Hu.
- Assessments
- Marking sticker on front inside cover of folder.

(KS4 & 5 folders will also include AQ4 and Pathway tabs)

Pupils Folder Expectations at Ysgol Bryn Derw

Evidence should clearly reflect the learners ability and show progress by telling a story of the pupil's learning journey.

Where there are opportunities and it is at an appropriate level for their ability there should be evidence of **pupil voice**.

As well as focus task activities evidence should also be gathered of **WOW** moments and engagement/ readiness to learn work.

Marking should be pupil centered and inform future short term and medium term planning.



Work is filed in the correct AOLE, with the newest piece of evidence filed at the back. (Like a book)

Evidence in a variety of forms.

- Photographs
- Videos
- Pieces of work
- Observations (short & long)



Marking Codes

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

Any typed evidence should use the font Comic Sans MS.

Work is marked following the YBD marking policy

- Dated
- Clear Learning Objective for focused activities
- Marked using the marking codes
- Using black or blue pen only
- Pieces of pupil's work is marked on the back of the work
- Signed by a staff member
- Detail should include if and how pupil achieved the LO and any relevant detail that is new or an emerging area.