



# MARKING POLICY

**Chair of Governors:**

**Date: March 2026**

**Review date: March 2029**

## **MARKING PUPILS' WORK POLICY**

### **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 pupil's self-esteem through praise and valuing achievements
- Be relevant and accessible to all pupils
- 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 influence future teachings
- Give opportunities for pupil to give their opinions on their own work (pupil voice) where appropriate
- Be manageable in terms of workload for staff

### **Organisation**

In order to mark work, staff need to be clear about the specific intended learning objectives. Without this clarity it is difficult to evaluate performance. Teachers must clearly communicate intended learning objectives to pupils and to 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 a lesson or series of lessons.

The majority of pupils who are Pre-Key Stage Strand 1 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 Key Stage Strand 1 and above 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 their 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**

Seesaw, 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:

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

Staff should provide next steps for learning or 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 to School' Book / letter home / Seesaw
- 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**– Pre-Intentional and Early intentional level of communication/Engagement profile Learners)

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 each term and feedback given in a timely manner.

## **Review**

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

# Ysgol Bryn Derw marking/Folders Place Mats:

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.**

**Academic Pathway Books**  
If work is done in books LLC/M&N this does not need to be uploaded. This can be marked with the pupils in the book.

**At least 1 piece of evidence per fortnight for each AOIE.**

All folders are set up on seesaw the following order

- 1 page profile.
- IEP 1,2,3
- AOIE tabs - LLC,M&N, H&WB, S&T, EA, Hu.
- Wow moments

**Pupils Digital Folder Expectations at Ysgol Bryn Derw**

Work is saved in the correct AOIE, with the newest piece of evidence saved last (Like a book)

Any typed evidence should use the font Comic Sans MS.

Pupil work should be marked and uploaded in a timely manner.

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.

Evidence in a **variety of forms.**

- Photographs
- Videos
- Photos of pupils doing work
- Observations (short & long)

Work is marked following the **YBD marking policy**

- Dated
- Clear Learning Objective for focused activities
- Marked using the marking codes
- Pieces of pupil's work is marked clearly
- 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.

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

Feedback at Ysgol Bryn Derw is individualised to each pupil and is based on Plevels, understanding and ability to tolerate constructive feedback.

**1 really like** \_\_\_\_\_

**Can you** \_\_\_\_\_

"1 star and a wish" or "2 stars and a wish" formats will be used to keep feedback succinct and purposeful depending on the pupils level of understanding. (KS2)

Teachers will give constructive feedback at a level that the pupil can tolerate.

Feedback ideally is provided instantly in the same lesson to allow pupils to make any edits corrections and in order to give a clear purpose to the feedback in line with the **"Written Feedback Policy"**

Teachers will provide balanced feedback including praise and constructive feedback

**Written Feedback (Academic Pathway) Ysgol Bryn Derw**

Teachers written feedback will include Welsh phrases such as "da iawn" and "bendigedig"

Where appropriate self and peer review will be used for pupils to reflect on their own word or the work of others using a check list. (KS3/4)

Teachers will share learning objective with pupils at the start of the session/task and revisit these when feedback is being given.

Time must be planned into lessons to provide written feedback to pupils

When marking in numeracy, correct answers with a tick and corrections with a bullet point, to indicate to the pupil that this needs revisiting.

Pupils will have exercise books for literacy and numeracy to allow pupils to revisit work and read feedback - see policy for further details. (Enfys KS3/4)

**Academic Pathway Books**  
If work is done in books LLC/M&N this does not need to be uploaded. This can be marked with the pupils in the book.

Feedback should be related to the learning objective and pupils personal targets.