

Ysgol Deiniol Marchwiel



To **S**upport, **M**otivate and **I**nspire all pupils to
Learn and **E**xcel

Marking & Feedback Policy

Approvals	
Approved by Governing Body on	Date: March 2023
Signed by Chair of Governors:	
Signed by Headteacher:	
To be reviewed as and when necessary	

Marking and Feedback Policy

Aims

This policy gives guidance to staff on the purpose, types and frequency of marking and feedback. All marking should have a clear purpose, for either the child or the teacher depending on the learning intention.

Purpose of marking

- To inform the staff of a child's progress and needs for future planning.
- To provide children feedback about their current work and what they can do to progress.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes, and encourage them to accept help/guidance from others.

Types of marking

- Marking Codes are developmentally appropriate and are progressive as pupils go through school. These are displayed as a poster in each classroom.
- 'GREEN for GOT IT' and 'PINK for PROGRESS' highlighting to be used on some written work (to begin with class teacher will model, possibly reinforce in plenary sessions on shared writing, to reinforce success criteria, this could be extended to self and partner assessment when embedded). Teachers should aim for more GOT IT than PROGRESS. Work is corrected in PURPLE pen.

Other Aspects

- All work will be dated and underlined.
- Pupils should be aware of expectations or success criteria and the work should be marked accordingly.
- WALT should be clearly identifiable with NAME used to assess pupils' learning.
- Children may, where appropriate, self-mark work. The teacher will always review this marking and comment where appropriate.
- Cymraeg praise comments should be used appropriately.

Constructive Critical marking

To assist children in self improvement, staff will plan in opportunities for children to be involved in the analysis of completed tasks. This will take a variety of forms and will enable children to better understand the different ways in which work can be improved. It needs to be remembered that there should be a **positive** comment and a point to improve.

Frequency of marking

- Marking should take place during the lesson, if possible, which allows for immediate feedback.
- Most work should be marked before the next session of that subject. However, even in the case of a long-term project it should be reviewed and time given to pupils even if the work may not be marked until the completion of the project.

Marking and Feedback Grid For Younger Learners	
1:1	Heavily supported and pupil had 1:1 attention to complete the LI
S	Some support given to complete the LI
RS	Resources support/ number square/ alphabet/ words to copy
CP	Work completed in CP area and no adult support intervention
SC	Work was self corrected by the pupil
Marking and Feedback Grid For Older Learners	
√	acknowledgement of marking
.	correction
VF	verbal feedback given
I	independent work
sp	spelling mistake

Green highlighter = Got it!

This shows us what we've done well.



Pink highlighter

This shows what we need to improve.



Purple Pen = pupil's own
improvements.



N_{ot} met

A_{lmost} met

M_{et}

E_{xceeded}

When assessing against the WALT